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# NORTH CAROLINA PUBLIC SCHOOL

... Published Monthly by the State Department of Public Instruction ...

# Bulletin

SEPTEMBER, 1947

RALEIGH, NORTH CAROLINA

VOL. XII, No. 1

## 1,305 Schools Operate Lunchrooms

### \$2,241,509 Federal Allotment Made

Thirteen hundred and five schools are operating school lunchrooms this year. This is 81 more than the number participating in this program last year. And the \$2,241,509 allotted to North Carolina by Congress for operating this program is \$34,600 less than was allotted at the beginning of the program last year, according to Mrs. Anne Maley, State Supervisor of the School Lunch Program. State Department of Public Instruction, under whose immediate direction the program is administered.

"A later deficiency allotment was made to this State last year," Mrs. Maley stated. "This year, however, the entire amount has been set aside for reimbursing the 1305 approved schools for the full school year." Reimbursement is made at the rate of five cents for a type A lunch with milk, three cents for type A lunch without milk, and two cents for type C lunch, which is one-half pint of whole milk to go with a lunch brought from home by the pupil.

Due to the fact that reimbursement rates have been decreased, an increase in the charge for lunches or contributions from local sources will be necessary. Because of this accurate records of all contributions must be submitted with each monthly claim. Therefore, claims more than 30 days overdue may be disallowed by the State Agency.

This year for the first time, Mrs. Maley states, children may be served "split lunches," that is the milk may be served at recess and the plate lunch at noon. This is permitted for two reasons: first, to help those children having difficulty in consuming the entire meal at one time; and second, to provide milk for the child who has missed breakfast or who has had early breakfast. This provision for milk in the early part of the day also offers a good teaching situation and is not troublesome or unsanitary, since milk can be served in bottles with straws.

"Commodities," Mrs. Maley further states, "will be provided free to the schools in the same manner as was the case last year."

## Principals Hold Summer Conference at Chapel Hill

The annual Summer Conference of the North Carolina Principals' Association was held this year at Chapel Hill, July 28-30.

## Communications Center is Established at University

The Communications Center, approved by the Board of Trustees in September 1945, has now been completed. A Department of Radio offering the B.A. degree became officially established for students entering this fall.

Although there are no organized academic departments in other phases of communications, individual courses are offered in motion pictures, still photography, and graphics.

The basic plan of the Communications Center is to bring together in one place all of the tools of communication—radio, recordings, motion pictures, the press, graphic presentation, still photography, film strips, slides, illustrated publications, models, television, and facsimile—for the following purposes:

1. To provide a wider educational and cultural opportunity for more people through the effective use of all the tools of communication in planned educational programing.

2. To provide opportunity for research in the effectiveness of these tools as media of educational and mass communication.

3. To provide training in the effective use of the tools of communication for educational and professional purposes.

## In This Issue

1,305 Schools Operate Lunchrooms.....	1
Superintendent Erwin Says.....	2
For, Straddle or Against?.....	3
Salary Schedules Adopted by State Board of Education.....	4
The Attorney General Rules.....	15

## Rocky Mount Editor Says Education South's No. 1 Need

"The No. 1 need of the South is education," said the Rocky Mount *Telegram*. A recent editorial. But the *Telegram* also says, "that the South ... appears to realize this, but will do little about it, while other sections of the nation have made greater strides forward."

The *Telegram* calls attention to a recent convention of the Southern Association of Science and Industry where the delegates "were told that the South's swift advance in economic fields during the past half century has been found to parallel rapid progress in education in the Southland. That," the *Telegram* points out, "should be food for thought, for the South is mighty anxious to continue her economic development."

## Librarians Attend Work-Conference

Thirty-one librarians attended a Work-Conference for Trained School Librarians at Appalachian State Teachers College, July 22-26. This conference was sponsored by the School and Children's Librarians Section of the N.C.L.A., the School Library Section of the N.C.E.A., Appalachian State Teachers College and the State Department of Public Instruction, and was planned as a means of professional growth through analyzing problems and exchanging ideas of mutual usefulness.

Mrs. Mary Peacock Douglas, Supervisor of Raleigh School Libraries acted as director with Miss Louise Moore, Head of the Library Science School, Appalachian State Teachers College, Miss Mildred Herring, Librarian at Senior High School, Greensboro, and Miss Eloise Camp, State School Library Adviser acting as consultants.

The work and results of this conference are being prepared in bulletin form and will be sent to members attending the conference. A limited number of additional copies will be available at fifty cents a copy to other interested people. Orders should be placed with Miss Louise Moore, Appalachian State Teachers College, Boone, N. C.

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# NORTH CAROLINA PUBLIC SCHOOL BULLETIN



Published Monthly Except June, July and August  
by the

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NUMBER I

CLYDE A. ERWIN, *State Superintendent of Public Instruction*  
L. H. JOBE, *Director, Division of Publications, Editor*



SEPTEMBER  
1947

Entered as second-class matter November 22, 1939, at the postoffice at Raleigh, N. C., under the Act of August 24, 1912.

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## Superintendent Erwin Says.....

"North Carolina teachers will receive this year the highest salaries they have ever received in the history of the State. I am truly happy that this is so, and I congratulate those who were instrumental in providing the funds by which the State Board could work out higher salary schedules for all school employees.

"Of course, as we all know, this fact in itself will not make better schools. Neither will it make a good teacher out of a mediocre or poor teacher. But higher salaries will, in the long run, tend to attract better teachers into the profession. For the first year or so improvement in teaching personnel may not be noticeable. However, if the present schedule is not lowered, there should be within a few years not only a higher standard of teachers at work, but also the type of instruction should be greatly improved.

"And that leads me to this thought: In the past it has been easy to make out a case for the underpaid and overworked teacher. In the future, I'm afraid that we shall have to depend more on merit and classroom results. Taxpayers and school patrons are already questioning at this point. It will be up to all of us as individual workers, each in our own sphere, to show the public whom we serve, that we are professionally alert to the needs of children and are putting forth an honest effort to meet those needs.

"The good teacher must keep up with her profession, it is true. She must do more. She must believe in the value of what she has to teach, as well as the value of her pupils. She must believe in herself and her work. And she must always give careful consideration to the individual differences of her pupils.

"I think the public wants its moneys worth, and I believe parents have a right to demand the best in the way of education for their children. I further believe that North Carolina's public school system holds promise of still further improvement as a result of the higher salary schedules set up, and that the benefits resulting therefrom will be reflected in better instruction for our boys and girls."

# Editorially Speaking

## OUR TWELFTH YEAR

WITH this number of the BULLETIN begins its 12th year of publication.

We recall, as perhaps some of you do, its "coming forth" as Volume I, Number 1, in October 1936 as a blue-covered 24-page mimeographed bulletin. It has grown from this small beginning into our present 16-page printed form.

We hope that there has been some improvement in both the make-up and content of the BULLETIN, not only since its beginning but also since the last number.

If you, the reader, have any suggestions for the further improvement of this publication in order that it will serve better the needs of those who read it and help in a minor way of keeping them informed about what's going on in the "educational world," it will be appreciated if you send them to the editor.

## THE MISSING LINK

DR. JOHN W. STUDEBAKER, our United States Commissioner of Education, wrote an article for the February *Woman's Home Companion* entitled "The Missing Link in Our Schools." This article describes our own public school system so well that every North Carolina superintendent and principal as well as members of the General Assembly and study groups should read it.

Since the 1949 General Assembly of this State will no doubt be confronted with the matter which Dr. Studebaker discusses so clearly, we wish to point out its contents by quoting the first few paragraphs, as follows:

"We Americans boast—and justifiably—that we have the best public school system in the world. Yet hundreds of thousands of our boys and girls finish their school careers insufficiently educated for life. High school has not given them enough. College they cannot afford. And there is nothing in between. Obviously our system has a missing link.

"We need a new kind of school, a school to carry free public education two years beyond the present high school level, a school to give every American youth an opportunity to get both the cultural and the vocational background he needs for a fair start in life.

"Most school people know it. Yet the fact seems to be almost a trade secret. We educators talk about it at our conferences. We draft reports and recommendations, which are read primarily by other educators. But we have somehow failed to bring it to the attention of those who should be most concerned and who could really get something done about it: the parents of American boys and girls."

## FOR, STRADDLE OR AGAINST?

THE National Education Association recognizes that we live in a world torn by increasing social, political and economic tensions, a world in which the structures designed to provide peace have yet to be completed. To be secure in such a world, we must be strong. The National Education Association is convinced, therefore, that the American people must at this time be responsible for their own security and calls upon the Congress of the United States to enact such legislation as may be required to provide an adequate national defense."

This is the first paragraph of the resolution on National Security adopted by the National Education Association July 11 at Cincinnati. The second paragraph of this resolution reads as follows:

"The National Education Association nevertheless condemns any form of legislation which in the name of national security sets up PARALLEL EDUCATIONAL AGENCIES (capitals ours) that ABSORB or SUPPLANT the programs of educational facilities now in existence. Further, the Association believes that national security rests not only upon an adequate national defense but also upon the physical vigor, scientific knowledge, basic technical skills, and civic competence of our people. These are the responsibilities of our state educational systems."

This resolution was intended to take a stand on the question of universal military training. But does it?

A majority of the educators of the nation have opposed the plan of universal military training, including 16 of 18 governors who were polled on the question. The N.E.A. also was supposed to be opposed to the enactment of a law providing for this type of training. This resolution, however, could be interpreted as in favor of universal military training. Certainly, the Army will claim that it will not set up a *parallel educational agency*; nor will it *absorb* or *supplant* the programs of educational facilities now in existence. With these interpretations, the resolution may easily be construed as favoring universal military training.

The BULLETIN wonders what those who voted for this resolution thought it meant?

As the readers of this publication know, we have been against any COMPULSORY military training. We believe in being strong, but we think compulsory military training will make us weaker instead of stronger. Furthermore, compulsory military training is undemocratic, whereas the public school is the training ground for democracy. The greatest danger in compulsory military training, according to the BULLETIN, lies in the indoctrination of our youth before they attain the voting age by a professional military class. Such training could be the seeds of an American Gestapo.

We think, therefore, that the resolution by the N.E.A. should have been clear cut against the proposition.



# Salary Schedules Adopted by State Board of Education

■ Schedules covering the expenditure of State funds appropriated by the General Assembly of 1947 for salary purposes for 1947-48 were adopted by the State Board of Education on July 10. Superintendents were notified of this action by Controller Paul Reid on July 11.

According to Mr. Reid the Board adopted a budget of \$58,719,464, thus leaving only \$236,260 not presently allotted. The largest part of the total allotment was for salary purposes. Clerks, bus mechanics and janitors will receive approximately 20 per cent increase over what they were paid in 1946-47. Bus drivers received an increase of from \$13.50 per month to \$20.00 per month for the second half of the 1946-47 term. This increase was continued. The increase in salaries granted principals ranged from 19.77 to 25.5 per cent, thus making their salaries range from \$2,160 to \$4,560 annually. Superintendents received an average increase of 20.32 per cent. On an annual basis the range will be from \$3,980 to \$5,760.

Regular teachers holding graduate and Class A and B Certificates will receive increases, in addition to increments, ranging from 29.21 to 30.52 per cent. Teachers holding certificates below these grades were granted increases ranging from 13.21 per cent for those holding non-standard certificates to 25.36 for those holding Elementary B Certificates and having no experience.

Vocational teachers, who are paid from State, Federal and local funds on a slightly higher schedule, were also granted increases for 1947-48.

The schedules covering regular teachers and principals are presented in the accompanying tables.

## A.S.T.C. Holds Library Training Workshop

A three weeks Library Training Workshop, designed as an orientation program in library techniques and the use of library materials, was held at Appalachian State Teachers College July 29 through August 16. Three semester hours credit was given toward the renewal of a teacher's certificate, but the work was not acceptable for library science credit. Seventeen teachers and principals were enrolled in this course which was directed by Miss Annie Graham Caldwell, Librarian, R. J. Reynolds High School, Winston-Salem.

## Fire Prevention Day, Oct. 9

In accordance with law October 9 has been designated as "Fire Prevention Day." The schools are urged to observe this day by appropriate exercises.

### MONTHLY SALARY SCHEDULE FOR TEACHERS—1947-48

Type of Certificate	Experience in Years												
	0	1	2	3	4	5	6	7	8	9	10	11	12
Graduate.....			203	209	215	221	227	233	240	247	254	261	268
Class A.....	180	184	188	193	198	203	209	215	221	227	234	241	
Class B.....	160	165	169	174	179	184	189						
Class C.....	137	141	145	149	153	157							
Elementary A.....	127	131	134	137	140								
Elementary B.....	117	121	125	129									
Non-Standard.....	100												

### MONTHLY SALARY SCHEDULE FOR CLASSIFIED PRINCIPALS

(10 Months)—1947-48

	Experience					Ratings			No. of Teachers		
	P-0	P-1	P-2	P-3	P-4	P-5	P-6	P-7	P-8		
7	\$216	\$224	\$232	\$240	\$248	\$256	\$263	\$270	\$277		
8	224	232	240	248	256	264	271	278	285		
9	232	240	248	256	264	272	279	286	293		
10	240	248	256	264	272	280	287	294	301		
11	248	256	264	272	280	288	295	302	309		
12	256	264	272	280	288	296	303	310	317		
13	263	271	279	287	295	303	310	317	324		
14	270	278	286	294	302	310	317	324	331		
15	277	285	293	301	309	317	324	331	338		
16	284	292	300	308	316	324	331	338	345		
17	291	299	307	315	323	331	338	345	352		
18	297	305	313	321	329	337	344	351	358		
19	303	311	319	327	335	343	350	357	364		
20	309	317	325	333	341	349	356	363	370		
21	315	323	331	339	347	355	362	369	376		
22	321	329	337	345	353	361	368	375	382		
23	327	335	343	351	359	367	374	381	388		
24	333	341	349	357	365	373	380	387	394		
25	337	345	353	361	369	377	384	391	398		
26	341	349	357	365	373	381	388	395	402		
27	345	353	361	369	377	385	392	399	406		
28	349	357	365	373	381	389	396	403	410		
29	353	361	369	377	385	393	400	407	414		
30	357	365	373	381	389	397	404	411	418		
31	361	369	377	385	393	401	408	415	422		
32	365	373	381	389	397	405	412	419	426		
33	369	377	385	393	401	409	416	423	430		
34	373	381	389	397	405	413	420	427	434		
35	377	385	393	401	409	417	424	431	438		
36	381	389	397	405	413	421	428	435	442		
37	385	393	401	409	417	425	432	439	446		
38	389	397	405	413	421	429	436	443	450		
39	391	399	407	415	423	431	438	445	452		
40	393	401	409	417	425	433	440	447	454		
41	395	403	411	419	427	435	442	449	456		
42	397	405	413	421	429	437	444	449	456		
43	399	407	415	423	431	439	446	449	456		
44	401	409	417	425	433	441	446	449	456		
45	403	411	419	427	435	443	446	449	456		
46	404	412	420	428	436	444	446	449	456		
47	405	413	421	429	437	445	446	449	456		
48	406	414	422	430	438	446	446	449	456		
49	407	415	423	431	439	446	446	449	456		
50	408	416	424	432	440	446	446	449	456		

Note: The maximum rating that a person holding a High School Principal or Elementary Principal's Certificate can receive is P-5. A person holding the new Principal's Certificate based on a master's degree may, after he reaches P-5, go on to the P-6, P-7 and P-8 ratings.



## Brown Advises Supts. as to Disposal of Old Transportation Equipment

"Around most county garages there is an accumulation of old buses, bus bodies, tires, junk, etc., that should be disposed of." C. C. Brown, Director of the Division of Transportation, recently wrote all county superintendents.

Brown suggested that this old equipment should be disposed in accordance with the following State regulations:

"Where there is an accumulation of discarded and/or obsolete materials, equipment, supplies, junk, etc., which, in the opinion of the County Board of Education and State Division of School Transportation, is of no further value to the School Transportation systems and where it is felt by said Board and Division that such materials, equipment, supplies, junk, etc., should be disposed of by sale, the following procedure shall be employed:

"The Division of Transportation of the State Board of Education shall be notified and furnished a list of such materials, equipment, supplies, junk, etc., and if it is found that they are not needed in any other county school system, they shall then be disposed of by offering them for sale by receiving sealed competitive bids. A printed list of all items shall be advertised in a local newspaper and/or in some public place at least ten days prior to the date of sale. The State shall reserve the right to reject any and all bids or to accept any part of any bid deemed advisable.

"Before any school buses or bus bodies are sold they shall be painted some color other than the regulation color, and the cost of same shall be added to the sale price of all such units.

"School buses or bodies offered for sale shall, under no circumstances, be used again for the transportation of school children to any regularly organized public school classes in the State of North Carolina.

"Proceeds from the sale of all such materials, equipment, supplies, junk, etc., shall be mailed directly to the State Board of Education in the form of checks made payable to Charles M. Johnson, State Treasurer. Such funds shall be deposited with the State Treasurer to the credit of the State Nine Months School Fund Account."

## Board Adopts New Basal Books

■ New basal textbooks were adopted by the State Board of Education at meetings held May 1 and June 4 for use in public schools for a five-year period. These books were a North Carolina history for use in the eighth grade, a health text, and texts in Latin and business education for high school use.

Titles, publishers and retail prices at which these books were adopted are as follows:

<i>Eighth Year:</i>	<i>Retail Price</i>
The Growth of North Carolina (World)	\$1.48
<i>High School:</i>	
Health and Physical Fitness (Ginn)	1.83
Latin for Americans, I (Macmillan)	2.10
Latin for Americans, II (Macmillan)	2.52
Third Year Latin (Allyn)	2.07
Fourth Year Latin (Allyn)	2.07
20th Century Bookkeeping and Accounting, 1st year	1.52
(South-Western)	
20th Century Bookkeeping and Accounting, 2nd year	1.38
(South-Western)	
20th Century Typewriting, Two Year Course	1.59
(South-Western)	
Business Law for Everyday Use (Winston)	1.09
Applied Business Arithmetic (South-Western)	1.28
Business Principles (University)	1.90
Consumer Economic Problems (South-Western)	1.62
Economic Geography (South-Western)	1.69
Elements of General Business (Ginn)	1.52
Fundamentals of Selling (South-Western)	1.52
Retail Merchandising (South-Western)	1.66
Secretarial Office Practice (South-Western)	1.52
English for Business (Prentice-Hall)	1.94
Gregg Shorthand, Part I (Gregg)	1.29
Gregg Shorthand, Part II (Gregg)	1.29
Gregg Speed Building (Gregg)	1.56
Correlated Dictation and Transcription (Heath)	1.90

## W. C. and A.S.T.C. Give Courses on Library Materials

Two weeks courses on the use of library materials was offered during the 1947 summer session at Appalachian State Teachers College and at the Woman's College of the University of North Carolina.

Library in the Elementary School, taught at Woman's College, was a workshop course for graduates and teachers-in-service dealing with library materials and their use in classroom instruction. This course, which gave two semester hours graduate credit in elementary education, was taught by Mrs. Mary D. Grant, Director of School Libraries, Greensboro.

Correlating Teaching with the Library was taught at Appalachian State Teachers College by Miss Helena Clardy, Librarian, Ancon High School, Balboa, Panama Canal Zone. This was a two weeks course planned to help classroom teachers understand better and make greater use of library materials in teaching. This course gave two quarter hours credit in the field of education.

## Messick Elected as E.C.T.C. Head

Dr. John D. Messick, native North Carolinian and Dean of Instruction and Assistant to the President of State Teachers College, Montclair, N. J., was elected president of East Carolina Teachers College July 1 and assumed his new duties on September 1.

Dr. Messick succeeds Dr. Dennis H. Cooke who resigned to become head of the Department of Education at Woman's College, Greensboro. He had served only one year, having been appointed to succeed Dr. Leon R. Meadows.

Dr. Messick spent his early life in North Carolina and received the major part of his education in the public schools of the State. He received his A.B. from Elon College in 1922, his M.A. from the University, and his doctor's degree from New York University in 1924.

He was principal of a number of schools in the State before going to his alma mater as dean of administration and instruction in 1935. Since 1944 he has been connected with the New Jersey Institution.

# Teacher Allotment Rules for 1947-48 Are Adopted by State Board

■ Regulations governing the allotment of teachers to be paid from State funds were adopted by the State Board of Education in May and forwarded to superintendents by Controller Paul Reid on May 16. These regulations are as follows:

1. The teacher allotment shall be made by districts and by races based upon the average daily attendance for the best continuous six months of the first seven months of the preceding year, 1946-47, during which continuous six months period the average daily attendance was highest.

2. The teacher load basis shall be as follows:

(a) The elementary allotment shall be six teachers for the first 175 pupils in average daily attendance and one additional teacher for each 35 thereafter.

(b) The high school allotment shall be four teachers for the first 85 pupils in average daily attendance and one additional teacher for each 35 pupils thereafter.

(c) In city units having as many as 30 white teachers, one additional free person shall be allotted to free the principal from teaching duties.

(d) To determine credits for epidemics, there shall be added to the average daily attendance in the elementary school and the high school the average daily attendance of absences caused by contagious diseases during the first seven months of the 1946-47 school term.

## 3. Additional Teachers:

(a) After two weeks of the school term of 1947-48, if the average daily attendance will justify, additional teachers may be allotted. If the attendance in such school has been sufficiently great for an additional teacher from the beginning of the term and such a teacher has been employed from local or private subscription from the beginning of the term, the teacher shall be allotted retroactive to the beginning of the term or as many days as such teacher may have taught.

(b) Elementary Schools: One additional teacher shall be allotted when it can be reasonably determined that the teacher load will be as many as 36 pupils in average daily attendance.

(c) High Schools: One additional teacher shall be allotted when it can be reasonably determined that the teacher load will be as many as 35 pupils in average daily attendance.

## 4. Transfer of Teachers:

No teacher shall be transferred from the elementary school to the high school, or from the high school to the elementary school, unless the teacher load will justify such transfer.

## Superintendents' Conference Held at W.C.T.C.

The conference of county and city superintendents called annually by the State Superintendent of Public Instruction was held August 6-8 at Western Carolina Teachers College, Cullowhee. More than 125 of the 171 superintendents were present.

Highlights of the conference were addresses by State Superintendent T. G. Pullen, Jr., of Maryland, on Wednesday evening, and the Honorable Monroe Redden, Representative from the Twelfth North Carolina District at the banquet on Thursday evening. Topics discussed by staff members of the Department of Public Instruction were as follows: supervision, school buildings, Negro education, financial and budgetary problems, purchasing problems, resource-use education, audio-visual education, treasury bonds, teacher training, retirement legislation, and vocational education.

Other features of the meeting was the banquet at which mountain ballads were sung by Portland Raper, school teacher from Murphy, and a film, *Priceless Cargo*, was presented. Following the banquet a number of superintendents and staff members and their wives attended the barn dance given in the college gymnasium.

According to State Superintendent Erwin, "This was the finest and most beneficial meeting of this kind that has been held. The superintendents themselves participated in the discussions and all sessions ran along smoothly according to schedule."

5. It is expected and requested of each administrative unit to refrain from employing teachers, although allotted, when it is found that the pupils enrolled from the succeeding year are insufficient for such a teacher.

6. Credit for the allotment of high school teachers shall be given only for those pupils who previously have completed the eighth grade. Those who have completed only the seventh grade must be counted as pupils in the elementary school.

## Re-education Slow in U. S. Zone of Germany

The lamp of learning burns low in the American Zone of Germany today, according to Lawrence W. Prakken, editor of the *Education Digest* and *School Shop* magazines, who has just returned from a month's tour of the occupied countries of Germany and Austria as the representative of the Educational Press Association.

Educational reform has not yet taken place in Germany, according to Mr. Prakken, largely because of the terrific problems of providing teachers and school facilities, and because of lack of American personnel in the American military government to aid Germans in the re-educational program. With 70 per cent of the teachers denied teaching licenses because of Nazi activity, and a large proportion of the school buildings in the metropolitan areas partially or completely destroyed by Allied bombings and street fighting, the problems confronting German educators are overwhelming. In addition, the budget for the educational program in American military government has been cut by General Lucius D. Clay, military governor, from ten million dollars to one million dollars. This will result in further curtailment in American personnel and instructional materials. The American zone has a population of approximately 17 million people, or roughly the equivalent of that of Illinois, Indiana, Iowa and Wisconsin. There are 2,250,000 children from 6 to 18 years old in the zone.

School organization is the same as in wartime Germany, according to Mr. Prakken, although the new constitutions of the German states in the American zone provide for drastic changes. The Germans have provided secondary education of a general nature to but a small percentage of young people. Most of the students have left elementary school at the age of 14, or have gone into part-time vocational schools until the age of 18.

The new constitutions vary in the different states, but most of them provide for free public secondary education of a general nature for all youngsters. There is considerable opposition to these reforms on the part of German politicians and educators, particularly in Bavaria. While the constitutions have been ratified by popular election, the implementation of them through legislation is proceeding slowly.

## Person Bond Issue Carries

The voters of Person County approved a bond issue of \$491,000 for schools on May 13. Major projects in the building program for which the bonds will be issued are a new elementary school building at Roxboro, an addition to the Bethel Hill High School and a countywide high school for Negroes.

## Fight for Federal Aid Goes On

Although no specific act was passed providing Federal-aid for schools at the first session of the 80th Congress, substantial gains were made in both House and Senate in advancing this legislation and the fight still goes on, according to National Education Association officials.

The second session of Congress will take up this proposed legislation where the first session left off. New hearings will not be necessary. Nevertheless, according to the N.E.A., a great deal of work remains to be done.

"In the Senate the following steps are necessary to complete the enactment of S472 in the second session of the 80th Congress. (1) The Senate Rules Committee must designate a time for the bill to be debated and for a vote on it. (2) The Senate Republican Policy Committee must give the measure a green light. In the House, next steps include: (1) Getting a favorable report on HR 2953 from the Committee on Education and Labor; (2) Getting a favorable rule from the Rules Committee, and (3) Getting a favorable policy on the measure from the House Republican Steering Committee. A fourth step, or problem, results from the action of the House Committee on Education and Labor, July 15, 1947, when the Committee instructed Chairman Fred Hartley, Jr. (R-N. J.) to poll all state Governors on the subject of Federal-aid, without Federal control, to education.

"Under the direction of leaders in state and local education associations—work closely integrated—interested citizens should confer personally with every Congressman and every Senator prior to the second session of the 80th Congress. This is particularly true of the members of all committees which have a strong voice in determining the fate of S472-HR 2953. Strong, well planned action, rather than mere gestures, is necessary. Great causes require the vigorous support of determined leaders. S472-HR 2953 represent a great cause. The vigorous support of determined leaders, from this time forward, will guarantee results of great benefit to the nation and to the world."

## Publication Gives Material on North Carolina Geology

■ Information which is expected to be of great value to school pupils for supplemental and parallel reading in their study of geology and geography of North Carolina is contained in the Winter 1947 issue of *The E.S.C. Quarterly*, published by the Employment Security Commission of North Carolina.

E.S.C. Chairman Henry E. Kendall calls attention specifically to an intensely interesting and authoritative article dealing with the "State's Limitless Store of Non-Metallic Minerals" by T. G. Murdock, Assistant State Geologist.

The front cover of the magazine carries a picture of the State's beautiful capitol, made of gneiss quarried within one mile of its location. An air view of the main campus of Duke University and a view of Duke Hospital accompany an article by Brent S. Drane, former director of the N. C. Geological and Economic Survey, now of Washington, D. C., describing the early search and location of stone for Duke University near Hillsboro. The Huronian slate used is described by Dr. Jasper L. Stuckey, State Geologist.

Two articles on granite, with historical background and interesting incidents, were written by M. R. Dunnagan, editor of the magazine. One deals with the famous Mount Airy granite

and carries seven pictures of notable buildings erected of this granite, including the Education and Justice Buildings in Raleigh, the U. S. Gold Bullion Depository at Fort Knox, Ky., the Arlington Memorial Bridge, Washington; Pennsylvania Monument at Gettysburg, and the Wright Memorial at Kitty Hawk. Another describes the widely used Balfour Pink and Carolina Pink granite produced in Rowan County, with five pictures, including President Buchanan Memorial, Washington; Raleigh Post Office, Wendell L. Willkie Memorial, Rushmore, Ind., and the famous Old Stone House, erected in 1766 near Salisbury.

James Chadwick, official of the Columbia Marble Co., writes of Regal Blue and other internationally known marbles produced in Cherokee County. Accompanying it are four pictures, one of the Cherokee County Courthouse at Murphy, Statesville Post Office lobby, and statue of William Jennings Bryan in Washington.

## Tom Mix Solves Safety Mystery

For the second successive year, the National Safety Council is enlisting the aid of the air-hero of millions of children, radio's Tom Mix, to teach child safety as a part of the Council's nationwide campaign to prevent back to school accidents during the month of September. The Ralston Purina Company, sponsors of Tom Mix, will donate all programs to Child Safety during the week of September 22-26, substituting special safety messages in place of the company's product commercials; and offering a dramatized story built around safety lessons.

With the Tom Mix program broadcast five times weekly on 405 stations of the Mutual network, the Safety Story will reach an estimated audience of over five million children and adults. In a new approach to the old problem of teaching children the dangers of carelessness, the Tom Mix Safety Story will follow the program's regular mystery-adventure format, to be titled "The Mystery of the Unseen Enemy." All scripts have been approved by the School and College division of the National Safety Council.

## Disapproval Given to Athletic Society

An athletic society with headquarters in Berkeley, California, has been disapproved by the National Association of Secondary Principals because of questionable purposes.

The organization, which goes under the name of the National Star Athletic Society, follows the practice of requesting school athletic directors to nominate one star athlete and to recommend him to buy an emblem of the Society.

"Upon investigation," Paul E. Elicker, Executive Secretary of the Association, writes, "We find that this is a private enterprise, conducted by an individual in California and his relatives, and that the apparent chief purpose of the organization is to sell an athletic emblem to star athletes.

"It is evident that the National Association of Secondary School Principals, on the knowledge that it now has, can not approve this type of exploitation of school youth. It, therefore, requests you to distribute this information to school administrators and particularly to school athletic directors and coaches throughout your area and State."



# STATE SCHOOL FACTS

## CLYDE ATKINSON ERWIN

Upon the death of A. T. Allen on October 20, 1934, Governor J. C. B. Ehringhaus appointed Clyde A. Erwin, superintendent of theutherford County Schools, to the office of State Superintendent of Public Instruction. He took the oath of office on October 24th.

### Early Life History

Clyde Atkins Erwin, son of Sylvanus and Mamie (Pitman) Erwin, was born in Atlanta, Georgia, February 8, 1897. He attended grammar school at Charlotte and Waco; he graduated from the Piedmont High School, Lawndale (Cleveland County), in 1914. The following year, 1914-15, he taught school in Cleveland County. In the fall of 1915 he entered the University; but upon the death of his father in 1909 he had to withdraw from college at the end of the year to shoulder the responsibilities of the home and the education of his brother. Subsequently, however, he attended summer sessions at the University of North Carolina at Normal School. His record thereafter was as follows: 1917-18, principal of the following positions which he held prior to his becoming State Superintendent of Public Instruction in 1934: 1916-17, Principal, Gantt School, Tonawalla, S. C.; 1917-19, Principal, Waco High School; 1919-25, Principal, Cliffside High School; and 1925-34, Superintendent, Rutherford County Schools.

As a young man Clyde Erwin took an interest in both church and community organizations. He cultivated the art of public speaking assiduously; and having acquired an outstanding talent as a forceful speaker, he was frequently called upon to participate in religious, educational and other social undertakings. This outstanding ability to appear before the public with a clear and forceful presentation of what he wanted to say has, perhaps more than any one characteristic, accounted for his educational honors and achievements.

Even before he was appointed State Superintendent, Mr. Erwin had become a member of a number of civic, fraternal and educational organizations. He was elected president of the North

Carolina Education Association, and immediate past president of the North Carolina Education Association. He was already exercising a leadership that marked him for serious consideration as a possible successor to Dr. Allen. His elevation to the State Superintendentcy, therefore, occasioned no surprise among the educators of the State.

If took Clyde Erwin only a short while to become acquainted with the Office of State Superintendent and to administer the Department of Public Instruction. Among his first public acts was his appearance before legislative committees of the General Assembly of 1935. A request of \$20,000,000 for the operation of the eight months school term had been made by Superintendent Allen and \$18,500,000 had been approved by the Advisory Budget Commission for each of the ensuing two years. Sensing that the financial situation was better early in 1935, and that the public schools needed more than this approved amount, Erwin without hesitation took up the cudgels for a higher figure. Although he did not succeed in getting the requested amount written into the law, he did get the original amount raised to \$20,031,000 for the first year of the ensuing biennium and to \$20,900,000 for the second year.

In addition to the increase in State funds, which were granted under his leadership, Superintendent Erwin also advocated and was successful in getting written into the law a plan for renting the textbooks to the public school children. He believed then that ultimately these books should be furnished free, as they have been now for grades 1-8.

Superintendent Erwin, advocated a number of other changes in the law at the 1935 session of the General Assembly, some of which were acted upon immediately. These were received in the following form:

In this session of the General Assembly, 1935, the law was amended to provide for the following:

1. The law regarding teacher's compensation was amended to provide for the elimination of the 1,000 population prerequisite before a school district could vote for supplementary taxes. He also recommended that the program of adult education be extended to other counties on a State-wide basis.

A review of the acts of this General Assembly reveals the following outstanding accomplishments:

1. A State Retirement System covering all State employees including school personnel was set up.

2. The law regarding teacher's compensation was amended to provide for the elimination of the 1,000 population prerequisite before a school district could vote for supplementary taxes. He also recommended that the program of adult education be extended to other counties on a State-wide basis.

peated his recommendations as to restoration of teachers' salaries, vocational education, the twelfth grade, compulsory attendance, exceptional children, superintendent's certificate, and local taxes. In addition he recommended the establishment of a retirement system for the teachers, and made references to the General Assembly of 1939 did not enact legislation concerning each of these recommendations. It did increase the appropriation for the eight months school term to \$25,941,333 for 1939-40 and to \$27,000,000 for 1940-41. It also raised the appropriation for vocational education to \$225,000, \$250,000, respectively, for these two years. In addition a law was passed which provided for districts having a school population of 1,000 or more to vote taxes for a ninth month, a twelfth grade, or for additional vocational teachers. This General Assembly also provided for the appointment of a special Commission to study the retirement operation and report to the Governor and Advisory Budget Commission.

### In 1945

In his report to Governor Cherry and the General Assembly of 1945, Superintendent Erwin recommended that:

(1) The salaries of teachers be further increased, (2) that the compulsory attendance law be rewritten with provision of attendance officers and an extension of the upper age limit to 16 years, (3) that State funds be provided for the employment of supervisors of instruction, (4) that provision be made for the employment of some one on the State level to work in the field of special education, (5) that money be provided for expanding the program of health and physical education in the public schools, (6) that school facilities for Negro schools be improved, (7) that free textbooks be provided for children in the eighth grade which had now become a part of the elementary school, (8) that the school laws be re-coded, and (9) that plans be made for better school building facilities.

State funds for the operation of the nine months school term were increased to \$4,423,114 in 1945-46 and to \$45,297,038 in 1946-47. These appropriations included emergency salaries for school employees. The appropriation for vocational education was increased from \$919,055 to \$1,112,025 in 1945-46 and to \$1,257,427 in 1946-47. Funds for the purchase of free basal textbooks for the elementary grades from \$200,000 to \$425,000 and \$305,000, respectively, for the two ensuing years. Specifically for the purchase of school buses in the amount of \$1,335,764 and \$900,000 were granted. In addition to these increased funds for the operation of the schools, the age limitation for compulsory school attendance was raised to 16 years. A number of other school laws were enacted, including the districting of the State into eight educational districts as a basis for the appointment of members of the State Board of Education, and an act provided

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In addition to these appropriations, \$500,000 annually was set apart for the purchase of school buses, \$919,055 and \$836,115 for each representative year of the biennium with appropriation for vocational education, and \$300,000 annually was made available for purchasing free textbooks in Grades 1-7.

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dent of the Rutherford, a Kwamis Club in 1932; and he is an honorary member for life of the Rutherford County Club. Mr. Erwin is also a life member of the National Education Association, and a member of the Department of Superintendence of that organization. He was a member of the National Committee on Rural Education, and regional consultant of the Education Council on Democracy.

Since becoming State Superintendent, Mr. Erwin has been president of the Southern Council of Chief State School Officers, 1944-45; a member of the executive committee; and in 1945 he was chairman of the Legislative Committee of the National Council of Chief State School Officers, Consultant of the National Safety Council, and a member of the Educational Policies Committee of the National Education Association. He is also a member of the American Association of School Administrators. In 1945-46 he was a member of the Year Book Commission of this Association.

In addition to this national recognition, Superintendent Erwin has been signally honored by a number of State institutions and organizations, and he is or has been a member of a number of such groups. In May 1935 Catawba College, Salisbury, awarded him the Ph.D. degree. He was a member of the High School Textbook Committee from 1927 to 1932 and chairman of the Elementary Textbook Commission in 1933-34.

He married Evelyn Miller of Waco in 1929; they have two children, Frances Elizabeth (now Mrs. George Withers) and Clyde A. Jr.

#### As State Superintendent

Dr. Erwin has served as State Superintendent not only filling out the unexpired term of the late A. T. Allen; he has also been nominated in the Democratic primary and elected to that office three times, 1936, 1940, and 1944. Therefore, he is now (September 1947) completing his thirteenth year as Superintendent. In length of service he will at the end of his present term rank next to Joyner, who was State Superintendent for a period of nearly 17 years.

Dr. Erwin came into office just at the time when the State was emerging from the depths of the financial depression which had gripped the Nation in the early 30's, and when public education along with everything else had suffered a severe setback. The local tax structure, upon which the greatest por-

tion is sent prior to the close of the term.

#### In 1937

In his report to the General Assembly of 1937, Dr. Erwin wrote as follows:

"Today, the foundation of a great State system of schools appears to have been laid soundly. Continued improvement in economic conditions will unquestionably result in the wise expansion of the system to meet even more needs of the State. The financial independence of the State is being secured by the North Carolina's children. During the years that lie ahead we have to more solemn obligation than simply to keep schoolhouse doors open. Ample funds must be made available to provide in our classrooms educational activities suited to the needs of rising citizens of the State and Nation. Activities in keeping with the challenges of modern democracy must be fostered in every community and the exercise of local initiative must be preserved. But the education of childhood has significance beyond the boundaries of any community; and when any community has reached the limit of its ability to provide its own educational needs, it is the responsibility of democratic government to see that the strong shall help the weak."

In line with this philosophy, Dr. Erwin recommended ten items for the consideration of the General Assembly of 1937 (see Biennial Report, 1936-38).

These recommendations were considered by the General Assembly and dispersed by the General Assembly and adopted as follows: The total appropriation for the operation of the support of the State schools for 1937-38 and \$24,086,160 for 1938-39. These amounts including the provision for a ten per cent increase in the salaries of teachers, principals, and superintendent. The State appropriation for vocational education was increased also, and provision was made for furnishing basal textbooks free to children enrolled in grades 1-7.

Provision was made also for the appointment of a commission to study the question of education for exceptional children. Special acts were passed providing for elections for providing better schools in Gaston, Rowan and Wake counties, but no general law of this kind was enacted. Nor did this General Assembly take any action with reference to Erwin's recommendation with regard to the twelfth grade, school attendance, the superintendent's certificate, and a building fund.

#### In 1939

In 1939 Superintendent Erwin re-

tion is sent prior to the close of the term.

3. The State appropriation for the eight months term was increased to \$28,158,324 in 1941-42 and to \$29,424,233 in 1942-43.

4. In addition to these appropriations, the following special appropriations were made: (a) For vocational education, \$600,000 in 1941-42 and \$710,000 in 1942-43; (b) For adult education, \$300,000 annually, and (c) For text books, \$200,000 annually.

5. A special act was passed which provided for the gradual change from an instruction program of eleven years to a twelve-year plan.

6. Finally, provision was made for submitting an amendment to the Constitution which would consolidate the State school administrative agencies into one State Board of Education.

#### In 1943

In his report to Governor Broughton and the General Assembly of 1943, Dr. Erwin again requested larger appropriations. His request for funds with which to operate the schools during 1943-44 and 1944-45 included the following: (1) A salary increase of 15 per cent; (2) An amount for the extension of State support to a nine months term; (3) A specified sum for further decreasing the difference paid white and Negro teachers.

Dr. Erwin also requested more money for vocational education. He repeated his recommendation that attendance officers be provided and that the compulsory attendance age limitation be raised from 14 to 16 years. Furthermore, he renewed his recommendation that something be done with reference to the instruction of exceptional children. Two new recommendations were made: (1) That a special appropriation of \$50,000 be made for expanding physical and health education programs; and (2) That the State appropriation include stipends of instruction for all county and city units.

In line with these recommendations the General Assembly of 1943 extended the school term to nine months and increased the State appropriations for the ensuing biennium for the support of this additional month. These appropriations, \$37,062,874 for 1943-44 and \$38,203,704 for 1944-45, included a war bonus for teachers and other school employees to January 1, 1945. They also included an additional earmarked sum for further reducing the difference be-

#### In 1947

Superintendent Erwin advocated the following for the consideration of the 1947 General Assembly: (1) Increase in salaries of school personnel; (2) increased retirement benefits; (3) more liberal allotment of teachers; (4) funds for the employment of supervisors; (5) a more adequate program of health in the schools; (6) funds for the employment of attendance officers; (7) funds for the establishment of the Division of Public Instruction; and (8) aid to the local units in the construction of school buildings.

The 1947 General Assembly considered these various proposals with the results as follows: (1) Funds for the operation of the nine months school term were considerably increased, from \$45,922,009 in 1946-47 to \$58,955,724 in 1947-48 and \$60,412,957 in 1948-49. This increase provided for an increase of approximately 30 per cent including experience increments in the salaries of school personnel. (2) Funds appropriated for vocational education and free textbooks, which are not included in the appropriation for the support of the nine months term, were increased as follows: *Vocational education*, from \$1,369,729 in 1946-47 to \$1,523,763 for each year of the ensuing biennium; *Textbooks*, from \$305,000 in 1946-47 to \$820,000 in 1947-48 and \$738,345 in 1948-49. The appropriations for the purchase of new buses for the ensuing biennium were decreased from \$2,255,000 in 1946-47 to \$2,160,500 in 1947-48 and to \$1,740,000 in 1948-49.

No State funds were appropriated for the employment of attendance officers and supervisors of instruction. However, the State did permit the levying of taxes for county administrative units for attendance enforcement, supervision of instruction, health and physical education, clerical assistance, and accident insurance for school children transported by school bus. A law was also passed which provides for the establishment of a Division of Special Instruction in the Department of Public Instruction for promoting the education of handicapped children and adults.

Another law authorized "the Governor to appoint a State Education Commission to make a study of educational problems, and to present their findings and to make recommendations to the Governor, and the General Assembly of 1949.



# Board Felicitates Former Superintendent on 85th Birthday

■ Dr. J. Y. Joyner, State Superintendent of Public Instruction from February 1902 to January 1, 1919, was honored by a resolution adopted by the State Board of Education on July 31. The resolution extended greetings and felicitations on the occasion of Dr. Joyner's 85th birthday, and cited some of the high points in public education accomplished during his term of office.

These citations included the following:

"1. He was a member of 'The Committee for the Promotion of Public Education in North Carolina.' It was largely through this Committee that public sentiment was created for public education, thus resulting in the voting by the people themselves of local taxes to build schoolhouses and to make provision for the operation of public schools throughout the State.

"2. Upon his recommendation, the State Literary Fund was set aside as a permanent revolving fund to aid in the erection of schoolhouses. Beginning with \$200,000, this fund now amounts to more than \$2,300,000. It has been the means of aiding in the erection of many of the State's modern school buildings.

"3. Public high school education had its inception during his administration as State Superintendent. Our present Statewide system of public high schools is ample testimony to his wisdom and foresight in advocating such schools. Writing in 1904, he said: 'If the great masses of our people are to be limited in their education to the elementary branches only, we cannot hope for any material improvement in their intelligence and power, this State cannot expect to compete successfully with those States that have provided through such instruction in their public schools for the highest and fullest development of all the powers of all their people.' Today we see the fulfillment of this idea in the untold benefits which our State and its citizens have received under his leadership.

"4. Under his leadership, the vast program of vocational education, now an integral part of our public school system, had its beginning in 1911, when the Legislature of that year provided for the teaching of agriculture and domestic science in the public high schools of Guilford County. This law, which was made Statewide in 1913, was the forerunner of the present Federal-State Program of Vocational Education, which began in 1917.

"5. Compulsory school attendance also had its beginning upon his recommendation that such a step was necessary to eliminate illiteracy, to guarantee to every child his inherent right to make the most of himself through development of his faculties by education in spite of the ignorance, indifference, selfishness, or thriftlessness of his parents, and to guarantee to every taxpayer the protection for which he pays

## Home Economics Department Issues Equipment Bulletin

"Space and Equipment for Homemaking" is the title of a 42-page multi-graphed bulletin issued recently by the Home Economics Department of the Division of Vocational Education. This bulletin contains many valuable suggestions for the use of school administrators, architects and teachers of homemaking courses. It includes guides in planning, suggested layouts, and suggestions for selecting equipment and furnishings for homemaking departments. Copies have been distributed to homemaking departments.

in his school tax against the ignorance of every child in his school district, the danger of life, liberty, property, and to all that men hold dearest and best, known to accompany ignorance."

"6. His advocacy and work for extending the school term was an outstanding phase of his administration. From an average of less than four months, when he came into office, the term was gradually increased by greater State and local support. The six months constitutional term was consummated at the end of his term in office. And since his retirement from the field of public education, he has continued to have an interest in longer school terms by supporting personally and through other organizations the movement for both the State-supported eight months school term and the nine months term which is now Statewide in scope.

"These citations of the progress in public education are simply illustrative of the improvement that the State has made and the strong foundation that was built for present and future expansion of the structure upon which we are continuing to build. The firm foundation of this great public enterprise which he established enabled it to withstand the financial debacle through which this State and the Nation passed in the 1930's.

"It was due in a large measure to his wise leadership, his constant endeavor, and his abiding interest in the public welfare of the State through universal public education that the State surged forward and upward and is continuing to move onward under the influence of his ever present spirit."

## Packages, Letters Produce Good Will Abroad

Scarcity and hardships continue to march hand in hand for teachers in many liberated countries of Europe and Asia, according to Dr. Reinhold Schairer, Executive Director of the World Education Service Council in his 1947 message to the **TEACHERS GOOD WILL SAVVOR**. The severe winter hampered reconstruction and has added to the confused state of educational problems overseas. Our agents abroad state "that Friendship parcels with books, clothing, food, educational supplies, are bolstering the morale of educators and are building a firm base for world wide friendship and peace."

Friendship Packages, Friendship Letters and Reports to Teachers are keeping the spark of democracy and faith alive among the teachers in Europe. Teachers in the United States declare that letters of gratitude continue to pour in from their less fortunate colleagues overseas. Warm friendships are being kindled.

Dr. Schairer outlined a simple plan whereby every teacher can be a part of this peace building cause through sending a Friendship Package and Friendship Letter to colleagues overseas. Packages are to be no heavier than 10 pounds. These should contain items like clothing, books, writing material, sewing kits; even smoking articles and games are welcome. Food (coffee, tea, cocoa, rice, dehydrated foods, etc.) should be packed separately. Attach a Friendship Letter to each package. Designate whether for a man or woman. For teachers who have not the time to prepare a Friendship Package, the **TEACHERS GOOD WILL SERVICE** will ship a specially selected package for \$5.00 each. With your donation, a Friendship Letter should be sent. If you like earmark your parcels for one of the liberated countries. Parcels not earmarked will be sent to countries where your help is most needed. Packages must be sent *only* to: **TEACHERS GOOD WILL SERVICE WAREHOUSE**, 35 East 35th Street, New York 16, N. Y.

Labels for shipping can be secured by writing directly to the office of the **TEACHERS GOOD WILL SERVICE**, 2 West 45th Street, New York 19, N. Y. For each label one dollar must be included to help defray crating of the packages in steel strapped cases and overseas shipping costs. It is important that no package be sent without labels. Distribution overseas is entrusted to the official Teacher's Associations.

## Teaching Unit Available Free

*Budgeting for Security* is the title of a teaching unit for grades 6-12 available free to teachers of mathematics, home economics, social studies, and vocational guidance from the State Savings Bond Office, P. O. Box G-2, 204 Sutton Bldg., Greensboro.



ELOISE CAMP

## Two New Staff Members Are Appointed

Two new members have been added to the staff of the State Department of Public Instruction—Miss Eloise Camp as State School Library Adviser and Miss Mary Vann O'Brian as Elementary Supervisor. Both of these persons are in the Division of Instructional Service and will devote a great part of their time in the field.

Miss Camp, who assumed her duties on July 1, succeeded Mrs. Mary Peacock Douglas, who resigned to accept a position as supervisor of the Raleigh school libraries. She has been supervisor of school libraries of the Kannapolis schools for the past seven years. Prior to this period she was a teacher of English in Maury, Greene County, Sanford and Kannapolis. She is a graduate of East Carolina Teachers College and she received her library training at Peabody College from which institution she was awarded the M.A. degree. Currently she is president of the North Carolina Library Association and a member of the State Textbook Commission.

Miss O'Brian was supervisor of the Northampton County schools for six years prior to coming to the Department on July 7. Prior to that she was principal of the Bryson City Elementary School and a classroom teacher. Miss O'Brian obtained her undergraduate training at Duke University where she graduated in 1931 with the A.B. degree. She pursued graduate studies at Peabody College and received her M.A. degree there in 1944. She has taken further training at summer sessions of Woman's College, University of North Carolina, and Columbia University.



MARY VANN O'BRIANT

## Plemmons Named Secretary Of Education Commission

Dr. W. H. Plemmons, Associate Professor of Education at the University, Chapel Hill, was recently elected as Executive Secretary of the State Education Commission. This Commission was authorized by the General Assembly of 1947 to "make a comprehensive study of organization, administration, finance, teacher education, supervision, curriculum, standardization, consolidation, transportation, buildings, personnel, a merit rating system for teachers, vocational education, and any other problems related to the overall educational program of the State."

The following persons were appointed as members of the Commission by Governor R. Gregg Cherry: R. Grady Rankin, Gastonia, Chairman; Mrs. R. S. Ferguson, Taylorsville; Dr. Clarence Heer, Chapel Hill; Dr. Carlyle Campbell, Raleigh; C. F. Carroll, High Point; M. C. Campbell, Newton; Bertha Cooper, Elizabeth City; James J. Harris, Jr.; H. W. Kendall, Greensboro; Brandon P. Hodges, Asheville; Edwin Pate, Laurinburg; D. W. Bagley, Moyock; Richard G. Stockton, Winston-Salem; Julie B. Warren, Raleigh; C. S. Bunn, Spring Hope; John W. Umstead, Chapel Hill; Arthur E. Brown, Durham, and J. C. Scarborough.

The Commission is authorized "to report their findings and make recommendations to the Governor and the General Assembly of 1949."

## 1948 Teacher Examination Program Announced

Arrangements are now being made by the American Council on Education for the establishment of examining centers for the ninth annual administration of its National Teacher Examinations. The examining centers are conducted in co-operation with school systems and teacher education institutions.

Used in combination with additional information such as that provided by records of experience, academic marks, ratings of various aspects of personality, etc., the Teacher Examination results can contribute materially to the attainment of education's fundamental goal, the provision of the best possible instruction for young people in the schools, the councils states.

The American Council on Education welcomes the use of its examinations by any school system or college, provided assurance is given that the examination results will be used wisely in combination with other significant information concerning the prospective teacher.

Arrangements for the establishment of examining centers should be made by superintendents of schools and college officials before November 1, 1947. Correspondence regarding co-operation in the project may be addressed to David G. Ryans, Associate Director, National Committee on Teacher Examinations, American Council on Education, 15 Amsterdam Avenue, New York 23, New York.

## Schools Asked to Celebrate Constitution Day, Sept. 17

All schools are requested by State Superintendent Clyde A. Erwin to celebrate Constitution Day, September 17, by some appropriate exercises.

This day has been set aside by Congress to celebrate the adoption of the Constitution, to study its provisions, and to renew in the minds of all Americans a deep appreciation of its existence. Congressional action in establishing Constitution Day was largely the result of the efforts of the National Society of the Sons of the American Revolution.

# Chief State School Officers to Confer on Rural Education

## State Superintendent Erwin Will Attend

■ Rural Education in the United States in all its many aspects will be discussed by the chief state school officers of the 48 states and one other member from the administrative staff of each State Department of Education at a conference in Ann Arbor, Michigan, beginning Monday, October 27, and ending Wednesday, November 5, 1947.

State Superintendent Clyde A. Erwin will attend this conference during the last three days when the chief state school officers are requested to be present. The first six days of the conference will be composed of delegates who have been assigned by the various chief state school officers.

The activities of the Conference will be directed mainly toward the development of plans and programs in the way of the improvement of rural education, not so much with what needs to be done as with how to do it. More specifically the program will include: (1) the presentation of organized topics by selected groups, (2) small group activities on selected problems, (3) individual counsel to be made available by members of the administrative and consultative staff of the conference, (4) preparation and consideration of reports, (5) development of definite plans for improvement by states, by regions, and on national dimensions, (6) the development of a comprehensive five-year plan of improvement, (7) deliberative activities by the entire group, and (8) miscellaneous activities.

The Conference is sponsored by the Michigan State Board of Education. Cyril O. Houle, Dean of University College and Associate Professor of Education, The University of Chicago, has been appointed Director of the Conference.

## Two N. C. Teachers Go to Britain

Two North Carolina teachers, Mary Cannon of the Broughton High School, Raleigh, and Sara L. Sewell of Central School, Tarboro, recently sailed to Great Britain to exchange positions with two British teachers for one year.

These two are among the total 123 from the United States who were selected to make this exchange. Last year 74 teachers from the two countries made similar exchanges in positions.

## 21 Teachers Receive Driver-Training Instruction

Twenty-one teachers received certificates indicating the completion of a driver education course from the first Institute for Driver Training Instructors held at Chapel Hill the week of August 11.

This Institute was held under the sponsorship of the State Department of Public Instruction, the Institute of Government of the University of North Carolina, the American Automobile Association and the State Committee for Traffic Safety. Scholarships of \$25.00 each were awarded to 22 of these teachers by the last-named organization.

Teachers awarded certificates were the following: Ida Johnson MacKinnon, Maxton High School, Maxton; Cecil C. Smith, East Durham Junior High School, Durham; Clemens A. Pell, Wilkes College, Wilkes-Barre, Pa.; J. Frank Shields, High Point High School, High Point; Thomas L. Martin, Cannon High School, Kannapolis; J. E. Hogan, Wingate High School, Wingate; William H. Faircloth, High Point College, High Point; F. E. Howard, Lee Woodward High School, Black Creek; Robert K. Seymour, Statesville Senior High School, Statesville; A. D. Hurst, New Hanover High School, Wilmington; J. A. Williams, Saratoga High School, Saratoga; E. W. Fort, Stantonsburg High School, Stantonsburg; Jack F. Butler, Williamston High School, Williamston; J. E. McIntire, Gardners High School, Wilson; J. F. Blake, Orange County Schools, Hillsboro; Mrs. Clyde Loftin, Mount Holly High School, Mount Holly; Donald E. Probst, Laurinburg City Schools, Laurinburg; Dorothy Craighill, Rocky Mount High School, Rocky Mount; Jack P. Humphrey, Lucama High School, Lucama; Lyman I. Prior, Jr., High Point High School, High Point; R. B. Blackwelder, Dobson High School, Dobson; Leon B. Taylor, Rock Ridge High School, Wilson.

## Rural School Charter Day to be Observed

The Third Annual Rural School Charter Day will be observed on Friday, October 3, 1947. This occasion will give school leaders an opportunity to direct the attention of lay and professional people to the educational needs of rural children and youth. Out of such action can come a strengthening of services to rural people.

Rural School Charter Day might be the occasion for organizing a committee and exploring the possibilities of improving education for rural people in the community. The committee should be made up of teachers, school officials, and interested laymen.

The committee should make a careful study of educational needs and the extent to which existing schools are meeting them.

A good way to begin such a program is through a community meeting at the school where two things are considered: (1) What the school is now doing and, (2) What other things the school should be doing. A great deal of ingenuity can be exercised in devising means of presenting what the school is now doing: dramatizations by the pupils, exhibits, forum discussions, panel discussions, speaker, or a combination of these and other procedures. Effort should be made to set a continuing, community committee to work on the improvement and expansion of the program of the school.

Suggestions for Observing Rural School Charter Day may be obtained from the National Education Association, 1201 16th St., N.W., Washington, D. C.

## State Operates 4,823 Buses

North Carolina operates a total of 4,823 buses in its school transportation system, according to a recent inventory by C. C. Brown, Director of Transportation for the State Board of Education under whose authority the transportation system operates. In addition to those buses operated at State expense a few buses or other vehicles are operated at local expense, making the total number of school buses in operation close to 5,100.

These 4,823 State-owned and operated buses, according to Mr. Brown, operate over 7,497 bus routes, an average of 1.55 routes per bus.

Of the 4,823 buses in use 4,028 transport white children, 757 Negro children and 28 Indians.



## Air Age Education Bibliography Issued

"A Selected and Annotated Bibliography of Recent Air Age Education Textbooks" has been issued by the Office of Aviation Training, Civil Aeronautics Administration, Washington, D. C. Copies have been sent to the State Department of Public Instruction for distribution to teachers and others interested.

## Geographic Bulletins Resume Publication

The National Geographic Society's School Service Division, established to aid teachers in the teaching of geography and related subjects, announces that the publication of the *Geographic School Bulletins* will be resumed for the 1947-48 school year on October 6.

The announcement says that each of the 30 weekly issues will continue to contain five articles and seven illustrations or maps. Nearly 35,000 teachers used the Bulletins last year for accurate, up-to-date material on places, people, industries, commodities, national boundary and government changes, and scientific developments in the news.

The publication is one of the National Geographic Society's leading educational features. It is, in fact, a gift to education by the Society's 1,600,000 members. The twenty-five-cent subscription fee merely covers the mailing and handling charges. Other costs are borne by the Society's educational fund.

Within the past year the Bulletins have touched upon such subjects as countries of every continent, with separate treatment of government changes; news-highlighted areas, such as cities, rivers, mountains and islands; aviation, railroads and other newsworthy transportation subjects; industries and commodities in the news.

The Bulletins are illustrated from the Society's files of 300,000 photographs, obtained at the cost of years of travel and sometimes at the risk of life.

Upon payment of 25 cents, any accredited teacher, librarian, or advanced student in the United States or its possessions may subscribe. Teachers may also obtain subscription for their pupils if copies are mailed in bulk to one address. Send subscriptions to the National Geographic Society, Washington 6, D. C.

## Audio-Visual Awards To Be Made

Audio-visual awards will be presented at the end of the academic year 1947-48 to schools and colleges doing outstanding work in audio-visual education. It was recently announced by Dr. John E. Dugan, President of the National Education Association's Department of Secondary Teachers.

"Pilot" schools in a series of states from coast to coast are being selected to compete for the awards. To qualify, schools and colleges must have a majority of teachers at all grade levels making curricular use of audio-visual materials of various types. After the year 1947-48, institutions receiving awards will serve as demonstration centers for the advancement of audio-visual methods in teaching.

In addition to receiving "glory" in the form of "oscar," winning schools will be eligible for awards of new equipment and materials, including projectors, screens, films, etc.

The project is under the supervision of Dr. William Lewin of Weequahic High School, Newark, New Jersey, chairman of the Department's Advisory Council. Application forms for participation in the awards may be obtained by addressing Dr. Lewin.

## Negro Essay Contest Is Conducted

More than 1,400 students representing 33 counties and 44 high schools and colleges entered the 1947 essay contest for Negro students conducted by the North Carolina Tuberculosis Association.

The winners were as follows: *College Division*—Loreno Yolande Mebane, A & T College at Greensboro, first; Eunice Tucker, St. Augustine's College, second; Bessie Jordan, State Teachers College, Elizabeth City, third; *High School Individual Division*—Sarah Malinda Richardson, Patillo High School, Tarboro, first; Marjorie Mae Barnes, Allen High School, Asheville, second; Mary Etta Garrett, Plymouth High School, Plymouth, third. *High School Group Division*—Chemistry Club, Washington High School, Raleigh, first; Tenth Grade, Carver High School, Kannapolis and Tenth Grade, Spaulding High School, Spring Hope, tied for second; Eleventh Grade, Booker T. Washington High School, Rocky Mount, third.

Nine of the ten winning essays in the State were entered in the National Essay Contest.

## "What Makes a Good School Board?"

The best and some undesirable features of a school board were listed in a recent Research Study, "Status and Practices of Boards of Education," by the National Education Association.

*Best features*, according to the N.E.A., are:

1. Board deeply interested in child welfare and education.
2. Board has strong interest in teacher welfare, including good salaries.
3. Harmonious relations among members of the board.
4. Board recognizes superintendents' authority and does not interfere in administration.
5. Co-operative relation exists between board and staff.
6. Board is free from influence of political and pressure groups.
7. Board is chiefly policy making in its work.
8. Board is progressive and forward looking in its policies.
9. Board has ability to make sound financial decisions.
10. Board approves and encourages a sound program of public relations.
11. It is a representative board—a good cross section of the community.

*Undesirable features* are:

1. Devote insufficient time at meetings to consideration of basic school problems.
2. Board interference in administrative matters.
3. Partisan and pressure groups influence board policies.
4. Board listens to and is influenced by petty complaints, gossip and opinion of children.
5. Too rapid turnover in membership of the board.
6. Board indicates disinterest and lack of understanding of basic school problems.
7. Board relies too much upon the work of board committees.
8. Board meetings are too irregular and infrequent.
9. Board is dominated by one member or a small clique.
10. Board is too large or too small for efficiency and community representation.

## Highsmith Commended for Library Work in South

"Southern librarians give a large part of the credit for progress in the development of southern school libraries to Dr. J. Henry Highsmith, long-time chairman of The Library Committee, who worked early and late in the interest of school libraries," thus writes Leora J. Davis, Director Library Service for F. E. Compton & Co., book publishers. Miss Lewis' article, "Southern Group Has Plans" appeared in the June number of the *Library Journal*, national library magazine.

The following paragraph from Miss Lewis' article is significant:

"Any Northerner who believes that Southern school administrators and librarians are not interested in Negro education should also have followed me as I attended the conference and visited various areas in Georgia and Florida. Nancy Hoyle reported at the conference that there is a larger percentage of certified Negro school librarians in Virginia than white librarians, and I remember that several years ago I heard the same statement made about New Orleans. In Tallahassee and in Miami I ran into groups of Negro leaders conferring with white educational leaders, visiting school libraries, etc. By this I am not implying that Negro education has kept pace with white education in the South. But progress in this direction has been tremendous."

## Safety Congress to Meet in Chicago October 6-10

Would you like to avoid this headline! "75 DIE IN DORMITORY FIRE?"

Would you like to see a blueprint of an ideal school safety program?

Would you like to hear a blind girl's eye-opening ideas about safety education?

Then jot the dates October 6-10 on your calendar, when the 35th National Safety Congress and Exposition will be held in Chicago.

The 12 planned sessions of the School and College Division of the Council include four general and eight group meetings. Group meetings will cover safety at the elementary, secondary and higher levels, in industrial education, physical education and driver training. The School and College program and registration will be in the Sherman Hotel, with the Stevens, Congress and Palmer House scheduled for other phases of safety.

## New Superintendents

New superintendents have been elected in the following units:

Ashe—A. B. Hurt.  
Beaufort—W. F. Veasey.  
Brunswick—J. T. Denning.  
Camden—J. F. Pugh.  
Carteret—H. L. Joslyn.  
Hickory—J. Loy Sox  
Columbus—W. J. Boger, Jr.  
Whiteville—L. A. Bruton.  
New Bern—H. J. McDonald.  
Currituck—Wilbur H. Tuck.  
Durham—L. S. Weaver.  
Forsyth—Ralph Brimley.  
Gates—W. C. Harrell.  
Halifax—W. Henry Overman.  
Statesville—M. T. Lambeth.  
Jackson—Frank M. Crawford.  
Pinehurst—Lewis S. Cannon.  
Onslow—B. B. C. Kester.  
Orange—Glenn T. Proffitt.  
Pamlico—A. H. Hatsell.  
Pasquotank—J. H. Moore.  
Asheboro—Guy B. Teachey.  
Richmond—F. D. McLeod.  
Leaksville—J. M. Hough.  
Clinton—E. C. Sipe.  
Stokes—R. M. Green.  
Elkin—N. H. Carpenter.  
Washington—R. F. Lowry.  
North Wilkesboro—J. Floyd Woodward.

## Jobe Attends Workshop

L. H. Jobe, Director of Publications of the Department of Public Instruction, attended the Workshop for Editors of Educational Journals, sponsored by the Rural Editorial Service of the University of Chicago.

The conference was held at Lake Forest College from July 14 to July 23. Sixty editors of national, state and Canadian school publications heard lectures and discussions on editorial planning, content, reader interest and design and layout.

The first annual workshop was held at the University of Chicago in July, 1945. It was then that the Rural Editorial Service was established to improve the 45 educational journals and their services to teachers and to help the journals contribute more effectively to improved educational practices.

The R.E.S. is sponsored by the W. K. Kellogg Foundation, University of Chicago and the National Association of Secretaries of State Teachers' Associations. It serves as a clearing house for feature articles, news items and illustrations of value to educational journals; presents the annual workshops, and provides a consultation service on publication problems and problems of rural education.

## N. C. Library Association Meets October 16-18

The North Carolina Library Association will hold its biennial meeting in Winston-Salem, October 16-18 with headquarters at the Robert E. Lee Hotel. Miss Eloise Camp, State School Library Adviser and President of the N.C.L.A., has announced that a stimulating program has been arranged with emphasis on library planning and equipping and on the Tennessee Valley Library Survey. This is a professional organization for all North Carolina librarians—school, college and public.

## State Fair Offers Prizes for Educational Exhibits

Eight prizes totaling \$555 for educational exhibits and six vocational education prizes totaling \$1,530 are offered to the schools by the North Carolina State Fair which meets this year on October 14-18.

Educational exhibits will represent actual school work, portraying some of the activities of children in the elementary and high schools of the State. For the best exhibit a first prize of \$100 will be awarded. Second and third prizes of \$85 and \$70 will be given, and five \$60 prizes for the remaining exhibits will be awarded. Applications for exhibit space should be made to the following committee: Clyde A. Ervin, Director; A. B. Combs, Charles E. Spencer, Julia Wetherington and J. E. Miller, Associate Directors.

Exhibits in the Vocational Department are under the direction of Roy H. Thomas, Catherine Dennis, George W. Coggin, C. H. Warren, T. Carl Brown and Ella Stephens Barrett, each a director of the several departments of vocational education for which the following prizes will be awarded:

Vocational Agriculture .....	\$580
Home Economics .....	275
Industrial Education .....	275
Rehabilitation .....	150
Vocational Guidance .....	125
Distributive Education .....	125

This Department will also conduct a Livestock Judging Contest for students of vocational agriculture. Prizes of \$30 first, \$20 second, \$10 third and \$5 fourth will be awarded in each of three classes: Beef cattle, dairy cattle and swine.

# THE ATTORNEY GENERAL RULES

## Bonds May Be Issued Without Vote for Vocational Education Buildings

I acknowledge receipt of your letter in which you state that you understand that G. S. 153-77 has been amended so as to authorize the issuance of bonds for the erection of vocational education buildings. You are correct in this assumption. You further inquire as to whether or not the construction of such buildings constitutes a necessary expense for which bonds may be issued without a vote of the people.

I concede that I am unable to find a holding of our Court to the effect that a vocational education building constitutes a necessary expense. As you know, for a long number of years, and more particularly in recent years, vocational education and vocational agriculture have been taught as an integral part of the curriculum of our public schools, and the cost thereof has been paid out of funds appropriated by Federal, State, and county agencies. It is my understanding that classes in vocational and agricultural education are available to any and all students in which such courses are taught, and that full credit is given to pupils taking such courses on their diplomas the same as they are given credit for other subjects in the school curriculum. This being true, I am inclined to the opinion that our Court would hold that the cost of the erection of vocational or agricultural education buildings constitutes a necessary expense and that bonds may be issued therefor without a vote of the people, subject to the constitutional debt limitation provision.

Of course, the school authorities and the tax levying authorities must first determine as to whether or not such buildings are necessary for the proper operation of your schools.

Your letter suggests that bonds are to be issued to provide funds for the erection of the buildings in question, and it would, therefore, be necessary for you to have the validity of such bonds approved by a recognized bond attorney. I suggest to you that if you propose to issue bonds, that you discuss this question with your bond attorney who will probably be willing to advise you in advance as to whether or not he would hold that such bonds are for a necessary expense.—May 27, 1947.

## County Supt. Cannot Be County Accountant

Replying to your letter of the 10th of June, 1947, you are advised that this office has on numerous occasions held that the office of superintendent of public instruction and that of county accountant are both offices within the meaning of Article XIV, Section 7 of the Constitution, which prohibits double office holding, and that one person may not hold both these offices at the same time.

Our Supreme Court has held that a public officer who accepts another public office *ipso facto* vacates the former. —June 12, 1947.

## Fines Paid for Overparking Do Not Go to Schools Unless Warrant Is Sworn Out For Collection

I received your letter of July 28 in which you write me as follows:

"Superintendent M. C. Campbell of Catawba County and a number of other superintendents have made inquiry of me as to whether the penalty collected by those who violate the time limit at parking meters should be covered into the public school fund. As you know, a substantial sum of money is collected over the state each year from this source and it seems to me that such penalties would be required by the Constitution to become a part of the public school fund in the same manner as other fines, forfeitures, penalties, etc. I shall appreciate having your opinion on this question at your earliest convenience."

Some difficulty is experienced in answering your letter on account of the lack of definite knowledge as to the fines or penalties collected, to which your letter refers. By way of explanation, I understand that many municipalities in the State have adopted ordinances which provide in substance that any person who is notified of the violation of parking ordinances, and other minor motor vehicle laws prescribed by municipal ordinances, may pay to the Town official designated a small sum, usually one dollar (\$1.00), and that if said payment is made, no criminal warrant or charge is made against the offender. If the payment is not made, the City officials are required to swear out a warrant, charging the criminal offense of violation of a city ordinance.

## Beer and Wine Taxes May Be Used for Teachers' Salaries

I have your letter of July 7, 1947, in which you write as follows:

"Some contend that it will be legal to use beer tax to supplement school teachers' salaries and to employ extra school teachers. I have not received a copy of the new law and as attorney for Cleveland County Commissioners, please advise me as to same."

G. S. 118-81 provides that the beer and wine taxes distributed to counties and municipalities "as any other general or surplus funds of said unit may be used." This declaration obviously places beer and wine taxes, which are distributed to counties and municipalities, in the same category as surplus funds of the unit.

This office has heretofore expressed the opinion that surplus funds of a county derived from a source other than taxation may be used to supplement the salaries of school teachers. The funds distributed to the counties and cities under the provisions of the Beer and Wine Tax Law are not impressed with the characteristics of local tax funds since they are levied and collected by the State. Thus, it is my opinion that the provision of G. S. 118-81 quoted above is ample authority for using the funds distributed to supplement the salaries of teachers.—July 24, 1947.

There is no General Statute in the State which directly authorized municipalities to adopt such an ordinance or sanction this method of procedure. There are some Private Acts authorizing some cities to set up traffic counts and follow somewhat this character of procedure.

It is difficult to find the proper name for the character of exaction which is made in such instances, but it is not difficult to determine whether or not it is a fine, penalty, or forfeiture within the meaning of the constitutional provision found in Article 9, Section 5.

In the case of *Board of Education v. Henderson*, 126 N. C. 689, it was held that all fines for violation of the criminal laws of the State go for the establishing and maintaining of free public schools in the several counties, whether the fines are for the violation of Town ordinances, made misdemeanors by statute, or other criminal statutes.

It is clear, therefore, that in the event a warrant was actually sworn

(Continued on page 16)



## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, Sept. 1942)

Miss Rose Mary Codell of Winchester, Ky., has been appointed Assistant State Supervisor of Home Economics Education.

S. G. Hawfield, State Director WPA Education Program and formerly Superintendent of the Cabarrus County public school system, was recently elected to head the Stonewall Jackson Training School, Concord, N. C., to succeed Charles E. Boger, who resigned on account of illness.

J. O. Sanderson, principal of the Methodist Orphanage School of Raleigh, was elected last winter as superintendent of the Raleigh unit to succeed Claude F. Gaddy, who resigned to become Business Manager of Rex Hospital.

J. E. Miller, Director, Division of Adult Education, was recently appointed a Lieutenant (j.g.) in the Navy, and will report for training in the near future.

B. E. Lohr of Clinton succeeded Joe P. Moore as superintendent of the Lumberton City Schools. Superintendent Moore died this summer.

Q. E. Mathis, Assistant Supervisor of Trades and Industries in the Division of Vocational Education and a reserve officer of the Army, was called in July to report for duty at Miami, Florida.

W. F. Mitchell, was elected last spring as superintendent of Franklin County Schools to fill out the unexpected term of W. R. Mills, who died in office.

### 10 Years Ago

(N. C. Public School Bulletin, Sept. 1937)

H. Arnold Perry becomes a member of the Department as Associate in the Division of Instructional Service.

Miss Nancy O. Devers, who has been a member of the Division of Instructional Service for several years, resigned on August 1.

Miss Juanita McDangold, member of the Division of Instructional Service, has tendered her resignation and as has been announced her marriage to Dr. William T. Melchior of Syracuse University will take place on September 18.

## N.C.E.A. District Meetings

District meetings of the North Carolina Education Association for this fall have been announced as follows: Western District—Asheville, October 10; South Piedmont District—Charlotte, October 17; Northwestern District—Greensboro, October 24; Southeastern District—Fayetteville, November 7; North Central District—Raleigh, November 14; Northeastern District—Greenville, November 21.

Space for exhibits will be available. Write John G. Bickle for information.

## THE ATTORNEY GENERAL RULES

(Continued from page 15)

out for violating a parking ordinance and a criminal offense charged, any fine paid upon conviction would go to the school fund.

The Constitution, Article 9, Section 5, provides: "... the clear proceeds of all penalties and forfeitures and of all fines collected in the several counties for any breach of the penal or military laws of the State \*\* shall belong to and remain in the several counties, and shall be faithfully appropriated for establishing and maintaining free public schools in the several counties of the State \*\*."

The amount paid, as required by a town ordinance, by the person for the violation of the parking and other minor motor vehicle laws and regulations is a sum paid by the offender to avoid a criminal charge being preferred against him and could not be said to be a fine collected for the breach of the penal or military laws of the State.

In the case of *Board of Education v. Henderson*, 126 N. C. 689, our Supreme Court held that the fines imposed in a criminal prosecution for violation of a city ordinance belonged, under the constitutional provision, to the school fund. In this connection, the Court said:

"This is not so with regard to 'penalties' which the defendant may have sued for and collected out of offenders violating its ordinances. These are not penalties collected for the violation of a law of the State (italicized by Court), but of a town ordinance."

Under this decision, therefore, it is my opinion that penalties imposed by town ordinances, and voluntarily paid by the persons charged with the violation of the parking and other motor vehicle ordinances, would not become a part of the school fund of the County but may be properly retained by the municipality by which they are collected.—June 30, 1947.

## MAKING TODAY'S NEWS

Charlotte school authorities, cornered by inflated costs that have left them with no more than half enough money to finance needed expansions, will be forced to revise the original program and spread the \$4,000,000 bond funds to cover those improvements which are most essential to school operation.—The Observer.

Cabarrus. The 123 veterans in Cabarrus County who are participating in the Veterans Farmer Training Program conducted by the departments of vocational agricultural education in rural high schools may attend Farm and Home Week, August 25-29, on the State College campus, and receive credit on instruction, it was announced today (Aug. 18) by A. L. Teachey, State supervisor of the program for the State Department of Education.—The Tribune.

Durham. Fifteen old school buses have been recommended for replacement by a representative of the Transportation Office of the State Department of Public Instruction, but because of continuing vehicle shortages only five actually will be replaced by new ones by the time the Durham County schools open, it was revealed today (Aug. 14) by Business Manager Lester A. Smith.—The Sun.

Newton-Conover. The possibility that the Newton-Conover School lunchroom will have to charge 20 cents per meal this winter was disclosed today (Aug. 12) by Supt. R. N. Gurley, who said that Federal aid to the lunchrooms would only amount to from three to five cents refund per meal for the next year.—News-Enterprise.

Granville. The Board of Education, in its August meeting, approved the recommendation of Supt. B. D. Bunn for payment of teachers employed in carrying out the veterans training program in schools of the county. Pay will be advanced from funds in bond and reimbursed from State funds when this money is made available, under terms of the agreement made by the board.—Oxford Ledger.

Davidson. Thirteen teaching vacancies and one principalship in Davidson County schools remain to be filled before the beginning of the fall term on September 3, Supt. Paul F. Evans stated here today (Aug. 14).—Greensboro News.

Lenoir. A boycott by patrons of the Wheat Swamp Consolidated School continued today with attendance of classes falling even lower than opening day yesterday.—Hickory Record, August 29, 1947.

# NORTH CAROLINA PUBLIC SCHOOL

... Published Monthly by the State Department of Public Instruction ...

# Bulletin

OCTOBER, 1947

RALEIGH, NORTH CAROLINA

VOL. XII, No. 2

## THE WHITE HOUSE

WASHINGTON

November 1, 1947.

*To the Patrons, Students and Teachers of American Schools:*

"The Schools Are Yours," the theme selected for the twenty-seventh observance of American Education Week, is a proud reminder that our forefathers saw that our schools would help children develop their potentialities for democratic living. To this end, they established free schools for a free people.

I would point out that the creative ideals of democracy must be taught in order to be learned. The vitality of our republic depends on the effectiveness of such teaching.

Today American education is in the grips of a grave crisis. Our schools are compelled to offer education of inferior quality. Educationally, many millions of our children are underprivileged.

We must act to correct conditions which sap our national strength and waste our human resources. We must prepare our young people to understand and preserve their priceless inheritance of freedom. We must give them the proper climate for developing intellectual competence and personal responsibility.

I therefore urge all Americans to rededicate themselves to the program of providing their children with a sound education. American Education Week, beginning November ninth, offers citizens the opportunity to meet together in the schools, to become acquainted with school needs. In so doing, they will take counsel in the very citadels of democracy.

HARRY S. TRUMAN.

## States Spend Less for Education Than for Alcoholic Beverages

Less is expended in the United States for education than for alcoholic beverages (liquor, wine and beer), a recent report released by the Anti-Saloon League of America, shows.

Whereas only approximately \$3,500,000,000 was expended for elementary, secondary and college education during 1943-44, the report shows the expenditures for alcoholic beverages amounted to \$7,200,000,000 in 1944, \$7,850,000,000 in 1945 and \$8,770,000,000 in 1946.

Only two states, Kansas and Mississippi, spent less for alcoholic beverages than for education. In North Carolina, the expenditures for all education (1944-45) was \$65,250,600, whereas \$72,667,919 was spent for alcoholic beverages.

For adjoining states the figures are: Virginia, education \$62,698,494, alcoholic beverages \$132,773,134; Tennessee, \$41,375,519 and \$106,658,829; Georgia, \$53,562,982 and \$112,173,215; and South Carolina, \$35,458,747 and \$104,352,470.

## Social Studies Teachers May Get Material on UN

Material for the use of teachers of the social studies may be secured from the Department of Public Information, Educational Service Section, United Nations, Lake Success, N. Y. This material includes general information, brief notes on organs of the United Nations, detailed study aids for advanced high school and college groups, visual aids, and other articles. Much of this material is available to schools without charge.

## Audit Report Shows \$51,921,776.15 Spent From State Funds in 1946-47 for Operating 9-Months Schools

A total of \$51,921,776.15 was expended during 1946-47 from State funds for the operation of the nine months school term, according to the audit report prepared by C. D. Douglas, Director of Auditing and Accounting, State Board of Education.

This amount was \$8,050,606.77, or 18.35 per cent, more than was expended the preceding year, the report shows. The increases were largely for instructional service, \$5 million; operation of plant, \$1 million; transportation, \$1.5 million. Due to the larger proportionate increase in expenditures for operation of plant and transportation, the percentage of the total expended for instructional service was less in 1946-47 than in 1945-46.

The following table shows by objects these expenditures for the two years:

Objects	1945-46	1946-47
General Control	\$ 1,111,792.65	\$ 1,254,999.42
Instructional Service	37,120,711.30	42,353,616.81
Salaries	36,903,305.35	42,071,928.12
Supplies	217,405.95	251,688.69
Operation of Plant	2,065,156.80	3,122,275.93
Fixed Charges	23,133.09	20,171.08
Auxiliary Agencies	3,550,375.54	5,170,712.91
Transportation	3,433,719.32	5,006,798.98
Libraries	116,656.22	163,913.93
Total Current Expense	\$43,871,169.38	\$51,921,776.15

## In This Issue

	Page
Audit Shows Teachers Were Paid Average Salary of \$1,646 from State Funds in 1946-47	4
State School Facts	8, 9
Both Teachers and Principals Have Faults	10
Yelton Issues Amendments to Retirement System	12

# NORTH CAROLINA PUBLIC SCHOOL BULLETIN



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## Superintendent Erwin Says.....

"American Education Week" will be observed this year November 9-15. "The Schools Are Yours" has been chosen as the general theme, and a topic for each day's program has been selected.

This annual observance has come to be recognized as the outstanding period of the school year for interpreting the schools to the public. The value of the firsthand contacts of the public with the personnel and work of the schools at this period is beyond measure. The schools seize this opportunity by presenting those activities which will show best what the schools are doing and their place in a democracy. The radio, newspapers and magazines, exhibits, movies, Sunday sermons, meetings, messages, and school visitations are some of the activities which may be used to interpret the schools. No enterprise is insignificant which is focused upon the education of our boys and girls.

A complete list of special helps for use in the observance of American Education Week may be secured direct from the National Education Association. Local teachers and principals can fit the program to local needs, or to the national or international situation if the occasion demands. Education is a necessity if we are to have a better world, but in order to make the world better we must start in our local communities—with the school.

I hope, therefore, that each school will observe American Education Week. I hope that some attention will be given to the needs of the local community, and I suggest that some attention also be given to public education in North Carolina in its relation to the nation and to the entire world. We cannot ignore the fact, if permanent peace is to come, that there must be an educated citizenry; and that if we can build a better understanding here through education, a better world here and elsewhere is bound to result.



## COMMUNITY ACTIVITIES

TEACHERS, especially in rural communities, are called upon to engage in many activities related to but not actually a part of their school work. Many teachers feel as a matter of good school policy that they should participate in such "outside" activities, whereas others simply do not take any part in them. No teacher should feel called upon to engage in so many activities that will cause her to have either a physical or mental breakdown. On the other hand, there are teachers who simply "are not there" when something outside the classroom must be done for the community.

The BULLETIN believes that there is a "happy median" which should be followed in this matter. As a guide the following checklist worked out by some Pennsylvania teachers is suggested:

"The teacher should be registered as a voter and should vote at all elections. But—the teacher should take part primarily in those political activities which help the home and the school.

"The teacher should take part in church activities. But—only if interested, and not as an obligation. (If the teacher is to teach Sunday School, it is wise to work with an age group other than that which the teacher instructs during the week.)

"All teachers should take an active part in the work of the P.-T. A. But—the teacher should avoid the presidency of P.-T. A. groups.

"The teacher should take a part in some of the community-sponsored drives for funds. But—the teacher's own contribution should be within the limits of the teacher's ability to give, no matter how small the amount.

"Membership in service clubs is highly recommended. But—membership in fraternal orders should not be flaunted.

"Teachers should join purely social groups. But—these groups should not be limited to teachers.

"Teachers should remember that taking part in community activities is a good thing. But—overindulgence even in desirable activities will do no good either to the teacher, the town or the school."

## A GOOD EDITORIAL

WE LIKE the following editorial which appeared in the Southern Pines Pilot:

### Welcome Teachers!

We give a sincere welcome this week to the school-teachers, both old and new, when the opening of school on Wednesday found at their posts, to greet our returning youngsters.

We find cause for great satisfaction in the fact that almost all of them came back, in this day and time when a good teacher can have his or her pick of jobs.

For this we can thank a farsighted citizenry who some years ago initiated the Southern Pines school district and

## "OWN THE ROAD"

HAVE you ever driven along behind someone who acted as if he owned the road? This person drives slower than the regular traffic on the highway and has a string of cars behind him. Or, perhaps on the city streets, he is cut in the middle, poking along, oblivious of those about him who are anxious to move along with the even flow of traffic. On the street you see this fellow and his friends taking up the whole sidewalk, neither deviating to the right nor to the left in order that those whom he meets may pass by without having to stop or step aside.

This same fellow is the principal who "owns the school." He has been elected "principal," and what does the word mean, if not the highest in rank, authority, character and importance? He is the Czar, the "Hitler"; and no one else need have anything to say, unless it be that committee member who has great political strength. This principal is his catspaw. He doesn't feel the need of holding a democratic meeting of all teachers, where plans may be made for operating the school for the best interests of the pupils and the community, and where a mere teacher may make a suggestion for the good of the school. No! His conferences are held privately where he tells each teacher what must be done. He believes in autocracy, not democracy. He is not you. No! And we hope there is none in North Carolina like him.

Elsewhere in this BULLETIN we are reprinting an article giving some of the faults of both principals and teachers. Since the author of this article did not mention the "autocratic" fault, which is common to many principals, we used it as the subject of this editorial as one to be added to the list made by him.

If it doesn't apply to you, forget it.

effected passage of one of the earliest tax supplements of the state, to give us better schools.

From that start has grown a school teaching and administrative body which we are convinced is far above the average for towns of this size, and which we are proud to have as part of our town.

For maintaining the standards of which he himself is a splendid example, we thank also Superintendent Philip J. Weaver, whose job of selection and administration has given the school its present faculty.

The finest of relationships exists between the town and its school faculty. We look on the faculty members not as persons apart but as our good friends, contributing greatly to the life of the town: a situation which is good for both community and school.

While we have a long way to go before we can say we have perfect schools, we are on our way and can look back along the road we came and say, "So far, so good."

It hasn't been easy, but the rewards are great. To those entrusted with the vital job of teaching and training our beloved young people, we say again, "Welcome home—and thank you."

# Audit Shows Teachers Were Paid Average Salary of \$1,646 from State Funds in 1946-47

## Principals Paid Average of \$2,849

■ State-allotted classroom teachers were paid an average salary of \$1,646 during 1946-47, the recently completed audit report of the State Nine Months School Fund for that year shows. Classified principals were paid an average of \$2,849 from State funds, whereas superintendents received an average of \$4,364 annually.

The 23,245 teachers and 1,344 principals, the report further shows, were paid a total of \$42,071,929, \$1.02 per cent of the total expenditures from this fund.

The classroom teacher employed in 1946-47 was paid \$179 more than the 1945-46 employee. Principals, on the other hand, were paid an average of \$280 more in 1946-47 than in 1945-46.

In terms of months teachers pay covers a period of nine months, principals ten months, and superintendents 12 months.

Due to the fact that the average

training of Negro teachers is higher than that of white teachers, the average salary paid Negro teachers was \$51 a year greater than that paid white teachers. White principals received just \$18 a year on an average more than Negro principals.

The accompanying table gives the average salaries paid elementary and secondary teachers, both white and Negro, from State funds for the year 1946-47 and for 1945-46. Actual average salaries received by teachers during these years were slightly greater because of local supplements in a number of units:

**AVERAGE SALARIES PAID—STATE FUNDS**

	1945-46	1946-47
Elementary teachers	\$1,465.51	\$1,645.78
White	1,454.16	1,626.95
Negro	1,489.74	1,686.77
High School teachers	1,477.13	1,644.65
White	1,479.65	1,643.75
Negro	1,467.54	1,648.05
All teachers	1,467.47	1,645.56
White	1,459.03	1,639.56
Negro	1,487.14	1,681.51
Elementary principals	2,414.26	2,659.97
White	2,396.94	2,636.48
Negro	2,479.53	2,746.68
High School principals	2,643.01	2,941.34
White	2,666.17	2,959.78
Negro	2,561.80	2,876.09
All principals	2,569.51	2,849.01
White	2,578.74	2,853.04
Negro	2,536.36	2,834.57

## Geography Teachers to Meet Dec. 27 and 29

The 1947 Annual Meeting of the National Council of Geography Teachers will take place at the University of Virginia, Charlottesville, Virginia on December 27 and 29. Further details can be obtained from the President, Prof. Alfred H. Meyer, Valparaiso University, Valparaiso, Indiana.

The two-day program is as follows:

- I. The Function of Geographic Instruction in the College Curriculum—2 p.m., Saturday, December 27, 1947.
- II. The Function of Geographic Instruction for the Professions Other Than Teaching—9 a.m., Monday, December 29, 1947.

## Psychiatry

A new six-page leaflet entitled *Psychiatry*, by Florence L. Rome, has just been issued by Occupational Index, Inc., New York University, New York 3, N. Y. A thorough survey of the field, this pamphlet is now available for 25c, cash with order.

Here is information on the growth of psychiatry, future prospects, description of the work, qualifications and preparation necessary, methods of entrance and advancement, salary ranges, number and distribution of doctors already in the field, advantages and disadvantages. Sources of further information are listed and selected references for additional reading included.

## N.E.A. Committee Issues Report on Professional Ethics

What do you wish to know about professional ethics,

Whatever it is, you will find it in the 1947 Report of the Professional Ethics Committee of the National Education Association. One copy is free upon request. Additional copies are available at 25c each with discounts for quantity lots.

This Report includes all the codes—the N.E.A.'s, the teaching profession of Kentucky, a principal's code, a bill of rights for teachers, et cetera, even for doctors, lawyers, and ministers.

## Essay Contest Announced by Ladies Auxiliary, V.F.W.

High school students in this State are offered the opportunity to win cash prizes totalling \$2,000, with \$1,000 as first award, in the 1947-48 nationwide essay contest being conducted by the Ladies Auxiliary to the Veterans of Foreign Wars of the United States. All essays must be written on the theme "Human Rights—The Key to World Peace," according to the State Superintendent of Public Instruction, Clyde A. Erwin. The length of these essays must not exceed 1,000 words.

This thirteenth annual essay contest is open to all boys and girls regularly enrolled in any public, private or parochial high school. Pre-entry and post-graduate students may not compete.

The essays submitted may be written as class assignments or as personal projects. Preliminary contests in local communities must be concluded by April 1, 1948 to permit selection of the winning essays which will be forwarded to the State Contest Committee for consideration.

Medals will be awarded to local and State winners. The essay which wins first prize in the State will be forwarded to the National Contest Committee to compete for the \$2,000 in cash awards being offered by the national organization. Winners in the national contest will be announced at the 1948 National Encampment of the Veterans of Foreign Wars of the U. S.

Teachers or students desiring further information in reference to the rules of this contest may obtain a rules folder from various sources. Local V.F.W. Auxiliary leaders are prepared to distribute copies of these folders or complete details may be obtained by writing to National Headquarters, Ladies Auxiliary, Veterans of Foreign Wars of the U. S. 406 West 34th Street, Kansas City 2, Missouri.



## College Conference Meets

Announcement of the annual meeting of the North Carolina College Conference in Greensboro, O. Henry Hotel, November 12 and 13 was made recently by James E. Hillman, Secretary-Treasurer.

## Carnegie Corp. Grants Funds To Develop Study Centers On Latin America

Carnegie Corporation of New York has granted \$250,000 for an experimental five-year program to develop four permanent university study centers on Latin America, it was announced recently by Dr. O. C. Carmichael, special adviser to the Corporation and president of the Carnegie Foundation for the Advancement of Teaching.

The project will be carried out jointly by the University of North Carolina, the University of Texas, the Tulane University of Louisiana, and Vanderbilt University, with each institution concentrating on a definite geographical area. North Carolina will focus on area studies of Spanish South America, Texas will emphasize Mexico, Tulane will carry on a Middle American program and Vanderbilt plans to establish an institute of South American studies, emphasizing Brazil.

Designed to make available comprehensive knowledge of Latin America to students, teachers, businessmen and government officials, the program will provide in each center a strengthened undergraduate curriculum, broader facilities for graduate work and an expansion of library resources. For businessmen, missionaries and other non-student groups, the University of North Carolina, as a part of its expansion plan, will experiment with intensive language courses to be given by instructors from Latin America.

Under the program, each center will co-ordinate its work with the others through an inter-university committee, annual conferences, co-operative summer schools and exchange of teachers and information.

Carnegie Corporation will provide \$11,200 annually for five years to each of the four co-operating universities, making available a total of \$224,000 for the expansion of teaching and research personnel and library resources. Additional grants of \$20,000 and \$6,000, respectively will provide for five special co-operative summer sessions and the administration of co-ordinated planning among the centers.

## Junior College Opens At Wilmington

Wilmington College, the first college in the State supported by a specific tax levy, opened on September 8 in the New Hanover High School building. Already more than 160 students have been enrolled and the number is expected to be greater the second term.

A tax levy of five cents, anticipated to yield \$35,000 annually, was voted for the operation of this institution. It was organized under the supervision of the New Hanover County Board of Education. Dale Spencer is Dean and T. T. Hamilton is President of this institution.

Last year college courses were offered in the high school as one of the college centers of the State sponsored by the University of North Carolina. In order not to conflict with the operation of high school, classes in the college begin at 4 p.m. and end at 9 p.m. Both regular academic work is offered as well as certain terminal courses of a vocational sort.

Although this is the first institution in the State above high school level to be supported by a direct tax levy, it is not the first public junior college. That honor belongs to Asheville-Biltmore Junior College, or the College of the City of Asheville as it was also called, established several years ago, which was at one time partly supported by appropriations from the county and city governments. This institution had an enrollment of around 250 students last year.

Permissive legislation for the establishment of a junior college in connection with the Roanoke Rapids public school system was enacted by the General Assembly of 1947. At the present time, it is learned, a study is being made with a view of determining whether a junior college shall be established next year or at some future date.

## Superintendent Erwin Speaks At Asheville and Shelby

State Superintendent Clyde A. Erwin delivered two addresses early in September in the western part of the State. On September 3 he spoke at the Third Annual Junior Dairy Cattle show at Biltmore. He told the 250 farm boys and girls and their parents that "You won't go wrong if you stay on the farm."

At a Rotary Club meeting in Shelby on September 5, Dr. Erwin expressed the conviction that the conditioning of men's hearts for the challenge, the opportunity and the tasks ahead will have more than anything else with the kind tomorrow's world will be. Viewing the problem of education as inter-related in the saving of its natural as well as its human resources, Dr. Erwin said, there is limitless opportunity to apply science to the preservation of the human race.

## 30 North Carolinians Receive Library Scholarships

Thirty North Carolinians were granted \$50 scholarships to take library training courses in summer sessions of three of the State's higher institutions.

These scholarships were made possible by the General Education Board of the Rockefeller Foundation. Seventeen of the 30 persons who were granted these scholarships attended Appalachian State Teachers College, seven the University of North Carolina, and six East Carolina Teachers College.

Twenty-four of the 30 attended a regular six weeks sessions, whereas six enrolled in a three weeks' workshop at Appalachian State Teachers College.

## Printing Costs Rise

Because of the increased cost of printing, forms sold to local units will be higher this year than formerly, it is stated by L. H. Jobe, Director of Publications for the State Department of Public Instruction.

Until further notice, Mr. Jobe states, the following prices will prevail for printing supplies other than course of study publications, which are handled separately:

1. Census Cards, per 1,000.....	\$ 2.75
2. Pupil's Record Envelopes: For use in elementary and high schools in filing register sheets, per 1,000.....	3.50
3. Information Blank for School Beginner, per 1,000.....	3.00
4. Elementary and High School Registers, each.....	.12
5. N. C. Cumulative Record Folders, per 1,000.....	22.50
6. N. C. Cumulative Record Work Sheets, per 1,000.....	10.00
7. County Voucher Forms, per pad.....	.50
8. City Voucher Forms—County Funds, per pad.....	.40
9. City Voucher Forms—City Funds (small), per pad.....	.20
10. District Voucher Forms, per pad.....	.50

# Pepsi-Cola Scholarship Board Announces Annual Competition

## Three High School Seniors Will Be Selected This Year

■ Three high school seniors from this year's senior class will be awarded four-year college scholarships, it is announced by the Pepsi-Cola Scholarship Board. The winning candidates, the announcement states, will have their full tuition and certain incidental fees paid for four years to any accredited academic college they wish to attend. In addition, they will receive allowances of \$25 a month during the four academic years plus traveling expense at three cents a mile for one round trip between home and college each school year.

In addition to the three scholarship winners, at least 15 finalists will receive college entrance awards of \$50 if the winner enters college by the fall of 1948.

Boys and girls entering the 1948 competition must be registered as representative of their high schools and must be elected by their classmates as "most likely to make important contributions to human progress." October 24 has been set as the closing date of registration for this year's competition. On November 21 all candidates will take a special aptitude test in their own schools. Students receiving the highest scores on this preliminary test will take a second examination on January 24.

Two of the State winners will be from high schools for white students and one from a Negro school. Winners will be announced in March.

The Pepsi-Cola Scholarship Program, which is nation-wide in scope, is endorsed by the Contest Committee of the National Association of Secondary School Principals. Although it is just now going into its fourth year, this program is already sending 367 boys and girls to college, and 1,800 others have been presented with college entrance awards.

Nine scholarships and 45 college entrance awards have been granted to North Carolina boys and girls. Names of students who have won scholarships are as follows:

John V. Killheffer, Jr., Central High School, Charlotte, now attending Massachusetts Institute of Technology; Eleanor Robinson, Central High School, Charlotte, now attending Woman's College; Gene H. Lewis, Belvoir High School, Pitt County, now attending Atlantic Christian College; Sarah M. Brinkley, North Cove High School, McDowell County, now attending Wake Forest College; Isabel B. Carter, Washington High School, Washington, now attending St. Mary's School, Raleigh; William E. Lassiter, New Hanover High School, Wilmington, now attending Harvard University.

## New Publications Issued

Several new publications have recently come from the press and have been distributed to superintendents or others concerned, it is announced by L. H. Jobe, Director of Publications, State Department of Public Instruction.

These publications are as follows:

Publication No. 255, *Handbook for Elementary and Secondary Schools, 1947*. This is a revised edition of the original bulletin issued under this title in 1938. It contains the requirements for accredited schools; factors relating to administration, organization and instruction; and a guide for using the course of study publications.

Publication No. 259, *Studying the State of North Carolina*, gives suggestions for teaching the social studies as they relate to North Carolina.

Publication No. 260, *Fire Drills and Fire Prevention Education in the Public Schools of North Carolina*, was prepared jointly by the State Commissioner of Insurance and the State Superintendent of Public Instruction for teaching fire drills and fire prevention in accordance with the law.

Publication No. 257, *Planning and Equipping the School Library* is a small pamphlet designed to give practical help in planning and equipping the library of the average size school.

*Supplementary Public School Laws, 1947*, was compiled by the State Superintendent of Public Instruction and printed by the Secretary of State. It is distributed by the Division of Publications, State Department of Public Instruction.

sity; Edwina McAlister, Fuquay Springs High School (Negro), Fuquay Springs, now attending North Carolina College; Edith E. Penn, Williamson High School, Lucama, now attending Fisk University; and Robert L. Best, Dubois High School, Wake Forest, now attending Columbia University.

## New Textbook Adoptions Are Authorized

Basal textbook adoptions for social studies, geography, anthologies, and readers for grades 7 and 8 have recently been authorized by the State Board of Education. Adoptions were also authorized at the August 5 meeting of the Board of readers for supplementary use in the elementary grades.

At the September meeting adoptions were authorized for adoptions in Health, Science and Business Education for supplementary use in the high school.

The Textbook Commission, in accordance with law, will submit a multiple list of the basal texts upon which adoptions are requested to the Board. History texts are to be considered first, followed by readers and anthologies and geographies.

The Division of Instructional Service of the Department of Public Instruction will prepare the list of supplementary books in the fields specified for submission to the Board.

## Studebaker Urges Action on "Zeal for Democracy"

"In all schools there must be an exceedingly active educational program to inculcate devotion to the democratic system at its best and to spread a realistic understanding of its opponents," So stated Dr. John W. Studebaker, United States Commissioner of Education, in accepting the chairmanship of a committee of leading educators who will serve as advisors for a special Scholastic Magazines editorial program.

The editors of Scholastic, using a picture-text series, will show the contrast between democracy and totalitarianism. The series will be presented every week for thirty weeks in the classroom publications, Senior Scholastic, World Week and Junior Scholastic, under the title "Democracy—or Else." This series will implement in the nation's schools the "Zeal for Democracy" Program of the U. S. Office of Education, under Dr. Studebaker's direction.

For the first fifteen weeks, feature articles will stress the positive values of democracy and contrast them with the effects of totalitarianism. For the second fifteen weeks, emphasis will be on the practices and results of dictatorships. During this period totalitarianism will be closely examined and its effect on different segments of society, such as business, labor, education, farming, will be reported.

## School Savings Certificates Available

Any teacher whose classroom is engaging in the School Savings Program as conducted by the Treasury Department may obtain a Certificate free of charge from The State Savings Bond Office, Greensboro.

## Code (?) Not Included in Report of N.E.A. Ethics Committee

Attributed to J. I. Phillips, the following "Code of Ethics (?) for School Cafeterias" is not included in the recent Report of the Professional Ethics Committee of the National Education Association:

"1. Be sure to rush pell-mell over and around everybody else. Squeal while doing it, because the closer you imitate pigs at the trough the nearer you will justify Darwinian teachings.

"2. Push into the line anywhere. By so doing you prove that you are a hustler, go-getter and get-there-er.

"3. When in line growl at those ahead; when your turn comes take all the time you want. You've simply got to advertise yourself.

"4. Take a bunch of paper napkins. Being a novelty to you, you will want a few as souvenirs.

"5. Eat anything you like. Cream puffs, cutters, and candy will put you in fine shape for heavy thinking in the geometry period following the lunch hour. Anyhow you received A in the physiology exams and so have passed health.

"6. Carry your tray as you would a football. Who knows but what you'll make a touchdown. At least you can spot a nice dress.

"7. Shovel or scoop the food and prove, through manners, that you can be popular with the girls and faculty. Besides that's the way you do it at home, and so be consistent.

"8. Sprawl your legs outside the limits. Nothing like centering attention on yourself. That's the way to get ahead.

"9. Finally, stack your plates, bunch your napkin and stuff it into your milk bottle or glass. Brush the crumbs on the floor. Empty the milk bottle into the saucer. This will prove that Darwin was wrong; that you didn't come up from monkeys, but that monkeys came down from you.

"10. And when you leave the cafeteria, be sure to bray, kick, and bang. This will help classify your early home training, the members of your immediate family, and your social background.

"11. Remember the workaday world of industry and society is just crazy to get you. It can hardly wait for the day you graduate."

## Department Gives Answers To Lunchroom Questions

Answers to questions concerning the school lunch program for 1947-48 are given on a mimeograph sheet recently issued by the School Lunch Program of the Department of Public Instruction. These questions and answers are as follows:

**QUESTION:** Will there be any money for equipment this year?

**ANSWER:** No. Congress did not appropriate funds for non-food assistance for the year 1947-48.

**Q.** We are planning to have a lunchroom; will we be able to apply for participation in the School Lunch Program later on this year?

**A.** No. All of the funds for North Carolina have been enumerated for all approved schools for the full year. Books were closed as of August 9.

**Q.** Why has the rate of reimbursement been reduced?

**A.** North Carolina's allotment of funds is less this year, and there are more schools on the program.

**Q.** Will there be any commodities distributed this year?

**A.** Yes. On the same basis as last year.

**Q.** Can any food other than the plate lunch be sold in the school?

**A.** Only milk, ice cream, fruit and fruit juices, and tomato juice are approved. They must be sold only at periods 90 minutes before or after the lunch period by persons other than lunchroom personnel and as a separate financial operation.

**Q.** What are the regulations regarding the serving of milk?

**A.** Wherever available plain fresh whole milk, which meets the butterfat and sanitary requirements of State and local laws, must be served with the plate lunch,  $\frac{1}{2}$  pint to each child. In areas, where fresh milk cannot be had, evaporated milk, diluted half and half, may be served, but only after permission has been received from the RALEIGH office.

**Q.** How can we get elementary children to eat all their lunch?

**A.** A split lunch may be served. The bottle of milk may be served at recess, either in the lunchroom or classroom, and the plate lunch at noon. Contact the RALEIGH office for details before putting such plan into use.

**Q.** Must elementary children be served the same amount of food as high school children?

**A.** No. All children must be served the minimum lunch. However, the older children require more food, and may have larger servings.

**Q.** What percentage of lunchroom income should be spent for food? For labor?

**A.** A minimum of 60% for food or more if needed to meet the requirements of an adequate lunch. For labor 20-30%. Twenty-five per cent is the average for the State.

## Minimum Salary Standards Raised

Twenty-nine states now have some form of minimum salary standard for teachers. Three states—Idaho, Nevada, and New Hampshire—were added to the list by action of 1917 legislature. Twenty states have higher minimum salaries this year than last. Minimum salaries of \$2,400 are guaranteed for teachers with bachelors' degrees in California, Indiana, and Washington; and \$2,000 or more in Delaware, Maryland, New York, Oregon, Pennsylvania, and in equalization districts in Texas.

The public favors a \$2,400 minimum salary for teachers, according to a Gallup Poll survey. The vote: 74 per cent for, 20 per cent against, 6 per cent no opinion.

## Administrative Conferences Held During Aug., Sept.

Conferences with superintendents and principals were held throughout the State during August and September. These conferences were held under the direction of the Division of Instructional Service, State Department of Public Instruction, and a member of the Division staff was the leader at each conference.

The theme of the entire series of conferences was to promote more effective administration of all schools. Topics discussed were: Improvement of instruction and school organization, plans for professional programs for the year, accreditation of elementary and secondary schools, and the Southern States Work Conference of 1946-47. Attendance at all meetings was good, according to reports of conference leaders.



# STATE SCHOOL FACTS

## State Educational Services

### State Board of Education

The State Board of Education has been provided by the Constitution as a membership of 13 persons consisting of the following: the Lieutenant Governor as Chairman (elected by the Board), the State Treasurer, the Superintendent of Public Instruction, an ex officio secretary, and ten members appointed by the Governor, one each from eight educational districts into which the State has been divided by the General Assembly and two from the State at large. The appointive members serve for eight-year terms.

"The general supervision and administration of the free public school system, and of the free educational funds thereof," except county funds, are vested in the Board. Specifically, the Board has the "power to divide the State into a convenient number of districts; to regulate the grade, salary and qualifications of teachers; to provide for the selection and adoption of textbooks to be used in the public schools; to apportion and equalize the public school funds over the State; and generally to supervise and administer the free public school system of the State and make all heedful rules and regulations in relation thereto."

### State Superintendent

The Constitution also provides for a Superintendent of Public Instruction who is elected for a term of four years, as the administrative head of the public school system and secretary of the Board.

**Duties as Superintendent.** As an elected State official, the duties of the Superintendent of Public Instruction are specified in the law as follows:

- "1. To look after the school interests of the State, and to report biennially to the Governor at least five days previous to each regular session of the General Assembly.
- "2. To direct the operations of the public schools and enforce the laws and regulations thereto.
- "3. To receive evidence as to un-

board with regard to the problems and needs of education in North Carolina.

- "4. To make available to the public schools a continuous program of comprehensive supervisory services.
- "5. To collect and organize information regarding the public schools, on the basis of which he shall furnish the board such tabulations and reports as may be required by the board.
- "6. To communicate to the public school administrators all information and instructions regarding instructional policies and procedures adopted by the board.
- "7. As secretary of the board, he shall be custodian of the corporate seal of the board and shall attest all deeds, leases, or written contracts to be executed in the name of the board.
- "8. The secretary, unless officially or otherwise prevented, shall attend all meetings of the board and shall keep a minute record of the proceedings of the board in a well bound and suitable book, which minutes shall be approved by the board prior to its adjournment; and as soon thereafter as possible, he shall furnish to each member of the board and the controller a copy of said minutes.
- "9. All deeds of conveyance, leases, and contracts affecting real estate, title to which is held by the board, and all contracts of and/or under the board, in writing and/or made and shall be executed by the chairman and attested by the secretary; and proof of the execution, if required or desired, may be had as provided by law for the probate of corporate instruments.
- "10. Such other duties as the board may assign to him from time to time."

### Controller

The General Assembly of 1945 also provided for the appointment by the Board of a controller who, under the direction of the Board, has supervision and management of the fiscal affairs of the Board. His duties as outlined by

requisition upon the State Auditor for payment out of the State Treasury of any funds placed to the credit of any administrative unit, under the provisions of Chapter seven hundred and sixty-nine, Public Laws of one thousand nine hundred and forty-three, shall satisfy himself.

- "a. That funds are lawfully available for the payment of such requisition; and
- "b. Where the order covers salary payment to any employee or employee, that the amount thereof is within the salary schedule or salary rating of the particular employee.
- "6. The controller, under the direction of the board, shall purchase, through the Division of Purchase and Contract, all school buses to be used as replacements of old publicly owned buses, both as to chassis and bodies, under the provisions of Section twenty-six of the Machinery Act. He shall allocate all replacement buses so purchased to the various administrative units.
- "7. Under the direction of the board, the controller shall procure, through the Division of Purchase and Contract, a contract or contracts for the purchase of the estimated needs and requirements of the several administrative units covering the items of fuel, gasoline, grease, tires, tubes, motor oil, janitors' supplies, instructional supplies, including supplies used by the State Board of Education, textbooks, and all other supplies the payment for which is made from funds committed to the administration of the board.
- "8. The controller, under the direction of the board, shall have jurisdiction in all school bus transportation matters and in the establishment of all school bus routes, under the provisions of Section twenty-five of the Machinery Act.
- "9. The controller, in co-operation with the State Auditor, shall have jurisdiction in the auditing of all school funds under the provisions of Section twenty-one of the Machinery Act, and also in the auditing of all other funds which by law are committed to the administration of the board.
- "10. The controller shall attend all meetings of the board and shall fur-

as set forth in the nine months school fund budget. In the main, it concerns fuel and janitorial needs.

**5. Division of Professional Service.** This Division, also provided for by law (G. S. 115-29), has charge of the administration of the rules and regulations of the State Board of Education with regard to the certification of teachers. This Division issues all teachers' certificates and rates the teachers employed each year as to certificate held and teaching experience. This Division also co-ordinates the work of the Department with that of the various colleges in the field of teacher education.

**6. Division of Publications.** Section 115-31 provides for a Division of Publications in the office of the State Superintendent of Public Instruction. In addition to the editing, compiling and preparation of material to be printed, this Division has charge of the distribution of bulletins, forms, etc. to the local units and to individuals. This Division also serves as the purchasing agency for all other divisions except Plant Operation, Teacher Allocation and General Control. Transportation and a part of Audits and Accounting. This Division also acts as the service division to all divisions in the matter of mail distribution of supplies, etc.

**7. Division of Schoolhouse Planning.** This Division is concerned with plans for new buildings and their location and erection. It is also a part of the work of this Division.

**8. School Health Co-ordinating Service.** This Division is jointly administered by the State Department of Public Instruction and the State Board of Health. It is interested in health service and health education in the public schools.

**9. Division of Teacher Allocation and General Control.** This Division, as its name implies, has the responsibility of applying the rules of the State Board governing the allotment of teachers to the applications of the local units for teacher employment. This Division also allots the money to be expended for the object of general control in the local budgets.

**10. Division of Textbooks.** This office has charge of the purchasing and

as described in the law.

3. To correspond with leading educational institutions in other States, to investigate systems of public schools as established in other States, and as practicable, to render the results of their efforts and experience available for the information and aid of the legislature and the State Board of Education.

4. To acquaint himself with the peculiar educational wants of the several sections of the State, and to take all proper means to supply such wants, by consulting with local school authorities, and by addressing before public assemblies relating to public schools and public school work.

5. To go to any county when necessary for the due execution of the law creating a permanent loan fund for the erection of public schoolhouses.

6. To sign all requisitions on the auditor for the payment of money out of the State treasury for school purposes.

7. To have the school laws published in pamphlet form and distributed on or before the first day of May of each year; to have printed and distributed such educational bulletins as he shall deem necessary for the professional improvement of teachers and for the cultivation of public sentiment for public education; and to have printed all forms necessary and proper for the purposes of this chapter.

In addition to these general duties, the State Superintendent is authorized to perform particular specific duties, such as approving a plan of studies for standard high schools, transcripts of names of nominees for county boards of education to the General Assembly, prepare a course of study for the elementary schools, serve as executive officer of the State board with regard to vocational education, approve plans for school buildings, and prepare special bulletins.

**Duties as Secretary of the Board.**

Following the revision of the Constitution as voted in 1944, the General Assembly of 1945 listed the following as the duties of the State Superintendent as Secretary of the Board:

1. To organize and administer a Department of Public Instruction for the execution of the instructional policies established by the board.

2. To keep the board informed regarding developments in the field of public education.

3. To make recommendations to the

2. The controller shall maintain a record or system of bookkeeping which shall reflect at all times the status of all funds committed to the administration of the board and particularly the following:

a. State appropriation for maintenance of the nine months public school term, which shall include all the objects of expenditure enumerated in Section nine of the Machinery Act.

b. State appropriation and any other funds provided for the purchase and rental of public school textbooks.

c. State literary and building funds and such other building funds as may be hereafter provided by the General Assembly for loans to county boards of education for school building and repair purposes.

d. State and Federal funds for vocational education and/or other funds as may be provided by act of Congress for assistance to the general secondary educational program.

e. Vocational rehabilitation funds.

f. State appropriation for the maintenance of the board and its office personnel and including all employees serving under the board.

3. Any miscellaneous funds within the jurisdiction of the board not included in the above.

4. The controller shall prepare all forms and questionnaires necessary to furnish information and data for the consideration of the board in preparing the State budget estimates required to be determined by the board as to the administration of the board.

5. The controller shall certify to each administrative unit the school allotment as determined by the board under Section eight of the Machinery Act. The superintendents of the administrative units shall then certify to the superintendent the names of the persons employed as teachers and principals, by districts and by races. The superintendent shall then determine the certificate ratings of the teachers and principals and shall certify such ratings to the controller, who shall then determine, in accordance with the State standard salary schedule for teachers and principals, the salary rating of each person so certified. The controller shall then determine, in accordance with the schedule of salaries established, the total cost of salaries in each county and city administrative unit for teachers and principals to be included in the State budget for the current fiscal year.

5. The controller, before issuing any

necessary employees who work under his direction in the administration of the fiscal affairs of the board.

12. Upon all matters coming within the supervision and management of the controller, he shall report directly to the board.

13. The controller shall perform such other duties as may be assigned to him by the board from time to time.

14. The controller shall report to the superintendent such information relating to fiscal affairs as may be necessary in the administration of his official duties."

**Administrative Divisions**

The administration of the public schools on the State level is carried on through the following divisions:

**1. Division of Auditing and Accounting.** This Division, as its name implies, is divided into two parts. The first or auditing part is concerned with a continuous auditing, month by month, of expenditures by the local units from the State Nine Months' School Fund. The second part is charged with the accounting of all funds both State and Federal under the control of the State Board of Education, including the appropriation for the State Department of Public Instruction (administrative education and supervision), Vocational Education, State Textbook Fund, Literacy Training Program, State Literary Fund, and any other funds which are expended for the public schools.

**2. Division of Instructional Services.** This Division provides a number of services which may be grouped as follows: first, inspection and accreditation of schools; second, general supervisory assistance in the improvement of curriculum bulletins and other publications for the use of teachers and other school personnel; fourth, assistance in special areas, e.g. resource, education, visual aids, surveys, library, adult and special education.

**3. Division of Negro Education.** This Division, as the name implies, renders special assistance to Negro schools. The work includes inspection and rating of schools, supervisory activities, the improvement of training of teachers in co-operation with institutions of higher learning for the Negro race, and race relations. This Division is provided for by law.

**4. Division of Plant Operation.** This Division, a part of the Controller's office, has charge of plant operation

This Division administers the State bus transportation system of the school — purchasing new buses, mapping bus routes and administering the rules of the Board governing transportation.

**12. Division of Vocational Education.** The program of vocational education with its ten subdivisions are administered through this Division.

*Agricultural.* This part of the program is concerned with the teaching of vocational agriculture in the public high schools of the State.

*Veterans Farmer Training.* This program is administered in co-operation with the Federal government in the training of veterans.

*Home Economics.* This part of the vocational program is concerned with the teaching of homemaking subjects in the public high schools.

*School Lunch Program.* This is a separate program, administered by this Division through the use of Federal aid in approximately 1,300 schools.

*Trades and Industries.* This is one of the original phases of vocational education. It is concerned with the teaching of trades in the schools and with evening classes in co-operation with industries.

*Veterans Related Training.* This is a new program, providing trade and industrial instruction to veterans.

*Distributive Occupations.* This program is concerned with the training of high school students for entry into distributive occupations and with the further training of already employed persons in mercantile organizations.

*Guidance.* The work of this department concerns the development of better guidance programs in the high schools of the State.

*Veterans Education Committee.* This Committee has charge of inspection, approving, and supervising those institutions and establishments which offer on-the-job training to veterans under the G. I. Bill.

*Vocational Rehabilitation.* This branch of the Division is concerned with the restoration of the physically handicapped to his original occupation or to a new occupation. This may involve training, hospitalization, or furnishing the client with prosthetic appliances.

\* General Statutes of North Carolina, c. 923, § 115-28.  
c. 1345 Session Laws of North Carolina, § 10d, s. 4. § 10d, s. 10.



# Both Teachers and Principals Have Faults

■ Irritations of school management and teaching are not necessarily one-sided, a recent article by Virgil Bozarth in the N.E.A. Journal points out. Just as there are numerous attitudes and habits of teachers that "get the principal down," the actions and practices of the principal often frustrate and lower the morale of teachers. Some of these irritating characteristics listed by Mr. Bozarth who has been both principal and teacher are the following:

## Some Teachers Are:

1. *Always late.* They complain bitterly that students are not prompt. Yet they as a group are no more prompt than pupils. Why must the principal or his clerical help check on every request for material to see which teachers have complied by the time the material is needed? If a job is to be done it takes no longer to do it on time than late.

2. *Reluctant to make decisions.* Over and over again they come to the principal requesting decisions they should make themselves. In a large number of such cases the teacher does not want advice; he merely wants to escape the responsibility of a decision.

3. *Poor disciplinarians,* and send too many cases to the principal. Occasionally a problem arises for which the only logical solution is to send the culprit to the administrator, but some teachers seem to have no other solution than this. Such a practice lowers the teachers in the eyes of the students and takes up a principal's time. One discipline case a day from each of 20 teachers means 100 such cases a week.

4. *Dependent on the principal* for far too much help. He is expected to produce with a wave of his hand misplaced clarinets from the music department, flowers for the dramatics director on playnight, change for a dance out of his pocket when the teacher he asked to get it three days before forgets, and wax for the dance floor.

5. *Unnecessarily irresponsible* and unthinking with reference to school procedures involved in making purchases. Despite the often-repeated request that teachers make purchases only in the regularly prescribed manner, a principal often finds himself in embarrassing and difficult situations because some teacher purchases without observing routine.

6. *Exceedingly naive* in matters pertaining to the budget. It is all too common for a teacher to come to the principal asking if there is money for extras for his department after the teacher has been informed specifically exactly how much money he can spend.

7. *Quite sure the principal does little.* She feels that he is merely sitting in his office waiting for her problem to come up. There are two apprehensions here. A good principal is almost continually under more pressure than the average teacher, and he most certainly is not waiting for anyone's problem.

## Some Principals Often:

1. *Allow interruptions* in classroom activities and the upsetting of carefully planned teaching procedures to a degree far beyond that which can be justified. Of course there will always be last-minute changes in plans, as well as interruptions. However, these can be minimized by careful planning and consideration of the viewpoint of the teacher. Nothing hurts a teacher more than to plan carefully, and then have the principal as the "big executive" make a quick change resulting in the utter ruin of those plans. She feels insulted and frustrated.

2. *Appoint committees and do nothing* about the reports handed in. There are many problems which committees can solve. But teachers get tired of handing in reports only to find nothing has been done regarding them. A good requirement for principals would be that they report back in writing to each committee on actions taken, and that they do this before the next committee meeting.

3. *Use professional ethics as a shield.* True, the teacher has no business spreading gossip, and if the principal's objection is—honestly, and completely—to gossip, then his insistence on observance of professional ethics in regard to gossip is completely justified. However, ethics can be used conveniently to close mouths when a principal is self-conscious about a feature of his system that he does not wish to have noticed. Let the principal who feels touchy about a situation frankly answer for himself why he feels that way.

4. *Are not sufficiently scholarly.* A good principal has a broad academic background and should be especially well-grounded in at least one academic field. Without this last mastery a principal will very likely find a vital ele-

# Hillman Says Outlook Serious For Qualified Elementary Teachers

Fewer graduates of North Carolina colleges next spring have indicated they will teach in the elementary schools than was the case this past year, it is shown from a tabulation of data on teacher output from these colleges prepared recently by Dr. James E. Hillman, Director Division of Professional Service, State Department of Public Instruction.

"The outlook for qualified elementary teachers is tragically serious," Dr. Hillman stated. Last year 1,095 white and 855 Negro graduates from the State's senior colleges indicated teaching as their choice of profession. Of the white students, where the need is greatest only 245 indicated the elementary schools as their field of work. Of the 1,102 white students who expressed the intent of teaching, only 206 specified the elementary schools as their field of choice.

"It may be predicted," Dr. Hillman stated further, "on the basis of vocational expressions of present college enrollments, that the teacher output from the white senior colleges in 1950-51 will be about 1,200, of whom about 400 will be elementary teachers."

ment of respect lacking among his teachers.

5. *Show indefiniteness* in organizing events and assigning duties. A teacher wants to know just what is expected of him. True, a teacher should plan and show initiative too, but the principal must do more of it, much more. He must lead.

6. *Are quick to blame and slow to praise.* A principal should remember that he is dealing with a generally well-prepared, idealistic, sensitive group.

7. *Fail to remove all possible sources of irritation* which may contribute to lowered teaching efficiency. It is his job to see that physical conditions of heat, light, ventilation, equipment and many other factors are as good as he can make them.

Both teachers and principals are human beings. Therefore both are imperfect and much alike. There is something in even the best teacher to irritate occasionally even the best-natured principal; and the finest administrator at times rouses the ire of even the most patient of teachers. They must learn to work together considerably.

## Erwin Asks Superintendents Co-operation in Education Commission's Study

"In order that education may have an opportunity to make real advancement, I am urging everyone to give the fullest possible co-operation to the work of the Commission." This is what State Superintendent Erwin wrote county and city superintendents recently, in soliciting their services in the study of public education to be made by the State Education Commission created by the General Assembly of 1947.

In advising superintendents of the proposed study, Superintendent Erwin pointed out the various fields which the 18 members of the Commission represent—superintendents, editors, farmers, bankers, manufacturers, merchants, insurance men, a classroom teacher, a college professor, a college president, a member of the State Board of Education, a labor leader, and a lawyer.

Dr. W. H. Plemons, University professor, has been selected as the executive secretary of the Commission, and Dr. Edgar L. Morphet of the Florida State Department of Education has been secured as chief consultant. Other consultant services will be sought from the U. S. Office of Education and other sources, Superintendent Erwin stated.

The work of the Commission will be performed in a democratic way—with a number of committees working simultaneously on various school problems. Both school people and laymen will serve on these various committees.

## Instructional Films Available Through Rental Sources

In keeping with Coronet's constant policy of service to the cause of education, all CORONET Instructional Films have been made available now on a rental basis. Announcement of this change in policy has just come from the world's largest producer of 16mm., educational films. The service is scheduled to offer all of CORONET'S outstanding titles which comprise the largest list of new instructional films produced in sound, motion, and color or black-and-white.

For further information, write the University Extension Division, University of North Carolina, Chapel Hill, or write CORONET Instructional Films, CORONET Building, Chicago 1, Illinois.

## Statistics Reflect Social Trend

■ Of interest to educators are the following statistics which, according to *Ed-press News Letter*, reflect present social trends in this country:  
Factory workers are now earning an average of \$49 a week. Their hourly wages are \$1.22.

Employment is still at the once-dreamed of high of 60,000,000. Technically, employment stands at 61.4 million workers, the 1.4 million including men and women in the armed forces, who are considered "employed."

Wage and salary payments during the past 12 months totaled \$178 billion, another record.

The 1939 dollar is worth 50c, a non-governmental survey showed early in August.

The population of the United States reached 142,656,000 on January 1, 1947. This is an increase of 10,986,000 since the last official (1940) census.

Veterans and their families now constitute 32 per cent of the Nation's population.

The number of births in the United States for 1947 will exceed the 3,440,000 mark set last year, life insurance statisticians predict.

The death rates are at their lowest in American history. Decline in mortality from pneumonia, influenza, tuberculosis and communicable diseases of children are responsible for the overall low mortality among Americans.

More than 620,000 divorces were granted in 1946, almost double the figure of 1942.

American parents spend \$15,000,000 a year for children's cosmetics.

A great westward migration took place in the United States between 1940 and 1946. While the country as a whole gained 3 per cent in population, California, Oregon and Washington experienced population increases of 34 per cent.

## Three New Consumer Units Available

Three new units have just been added to the Consumer Education Series for high school use. They are *The Consumer and the Law*, *Managing Your Money*, and *Using Consumer Credit*.

These units are recognized as of great importance by all concerned with consumer education. They are designed for use in a variety of courses and school situations. These units may be procured from Consumer Education Study, National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C., at 35 cents per copy (with discounts up to ½ in quantity).

## Rehabilitation Workers Hold Three-day Conference

A three-day staff conference of the Division of Vocational Rehabilitation was held at the O. Henry Hotel, Greensboro on September 8-10. Representatives from rehabilitation units throughout the State as well as from the State office attended the conference.

## Students Want More Definite Vocational Training and Guidance

Students of North Carolina's public high schools want more definite vocational training with adequate guidance, a study "Fitting Youth to Jobs" made last April by The State Planning Board shows.

This study was directed by Richard M. Reser as a part of his work in sociology at the University of North Carolina. It was used as a basis for the report of the Area Vocational School Commission to the General Assembly of 1947. The Area Vocational School Commission felt, however, that more study should be given to the matter and so recommended that a much larger Commission be appointed. This recommendation was followed by provision for the present State Education Commission to study the whole field of public education.

Of the 3,023 boys who filled out questionnaires for the study "Fitting Youth to Jobs," 80 per cent desire vocational training. Of the 4,232 girls, 88 per cent want such training. Only 22 per cent of the boys and 36 per cent of girls have had any vocational training, the study shows.

As to guidance the report states that "the school must assume the responsibility for co-ordinating the vocational guidance activities of the community and for providing those services which fit most logically into the school. They include disseminating vocational information, individual analyses, counseling, preparation, and research." An excellent beginning has been made in North Carolina, but present facilities are inadequate to close the gap between wants and reality, the report says.

# Yelton Issues Amendments To Retirement System

■ In a memorandum dated June 10, 1947, Nathan H. Yelton, Executive Secretary of the State Retirement System, issued a memorandum giving the amendments to the Retirement law and rules of the Board of Trustees. These amendments are as follows:

1. The rate of deduction will be 5 per cent after July 1, 1947, for the employee and this will be matched by the State. The State will pay into the Retirement Fund sufficient money to give 5 per cent credit to each individual member for all service performed prior to July 1, 1947. Each individual member of the Retirement System will then be given credit on a 5 per cent basis from the first day he worked for the State, up to July 1, 1947, at which time the individual member will have deductions from his salary of 5 per cent and this will be matched by the State. This means that retirement benefits will be increased by 25 per cent effective July 1 and will also apply to those who have retired.

2. After July 1 persons employed for the first time who are already 60 years of age will not become members of the Retirement System and no deductions will be made for retirement purposes from the salary of these employees.

3. New employees will not become members of the Retirement System until they have been on the pay roll for a period of three months. At the end of the fourth month deductions will be made for retirement purposes for all those employees, and enrollment blanks (Form 2) must be submitted at the same time. This will not be retroactive for the three months that the individual has already worked, but will be effective the fourth month. Retirement numbers will be assigned to these employees, and these numbers should be used at all times on your pay roll and in any correspondence regarding these members.

4. Employees who signed non-election blanks in 1941 after July 1 will be permitted to become members of the Retirement System as new members, and will not receive credit for service performed up until this time for retirement purposes. These persons should notify the Retirement Office in writing in order that we may void their non-election blanks and request them to submit Forms 2.

5. Under the regulation of the Board of Trustees, members who stop work will not be refunded their money until the expiration of 90 days. This office has found that many have been withdrawing and then within a short period

will be found on another State pay roll.

6. Teachers are not permitted to withdraw in the spring and then come back to work in the fall, since teachers are considered under contract 12 months of the year and refunds are only made when teachers have actually resigned and will not be employed the next year.

7. The Legislature amended the Retirement Act so that any individual member who has had 20 years of service or more and leaves the State employment and does not withdraw his accumulated contributions, will receive retirement benefits based on this period of service upon reaching age 60 whether or not he is employed further by the State. On reaching age 60 a member will have 12 months in which to make application for his retirement benefits. For members who have had less than 20 years of service the law has not been changed. Should any member in any period of six consecutive years after becoming a member be absent from service more than five years, or should he withdraw his contributions, he will cease to be a member of the Retirement System and any money he has on hand in the Retirement System will be refunded. If a person who has had, say, 5, 10, or 15 years of service and plans to be absent for a period of 2 or 3 years and wishes to withdraw he may do so. If he withdraws all his contributions he loses his membership in the Retirement System and then when he returns he will not be permitted to pay into the System the amount withdrawn and receive credit for retirement for service performed up to the time of withdrawal. If one monthly deduction is left to his credit he can pay into the Retirement System, in the event that he returns within a 5-year period, the money he has taken out without sacrificing credit built up for retirement at the time of withdrawal.

8. By a resolution of the Board of Trustees, World War II Veterans were given 2 years from the time of discharge or the end of the war to pay into the Retirement System the amount covering the time spent in military service, and the State will match it for retirement purposes. Servicemen

## Congress Passes Two Major Educational Bills

Two major measures of interest to educators were passed by Congress at its recent session. One of these, to create a national science foundation, was vetoed by President Truman. The other directs the Veterans Administration to pay on-farm trainees taking approved courses the full subsistence paid other GI students—that is, from \$65 to \$90 a month.

Other actions of this first session of the 80th Congress were the following: (1) Veterans must start their education and training under the GI Bill of Rights not later than July 25, 1951 and complete it not later than July 25, 1956. (2) Congress appropriated \$2,500,000 for schools still carrying war-incurred enrollments. (3) \$35,500,000 was given to the Public Housing Administration for building temporary housing units for GI students. (4) \$65,000,000 was made available for school lunches. (5) Advances for planning public school facilities were discontinued.

who do not return directly to the State or who did not leave the State employment will not be considered eligible to pay into the Retirement System for the time spent in military service. The same salary will be used for the period of military service as was used when the last deduction was made prior to the time he entered the Armed Service.

9. Application for disability retirement *must* be filed while the member is still under contract or on leave of absence to make the member eligible for benefits. Many applications are made for disability retirement after the member has been off the pay roll, in some instances for a period of 2 years. All applications for disability retirement *must* be made while the member is still actually in service.

10. After June 30, 1948, the Board of Trustees by a resolution at the last meeting voted not to approve a person beyond the age of 70 for employment after that date, except for the purpose of finishing the term for which the person is already employed or elected.

11. As previously advised the matching rate on special supplements will be increased from 5.98 per cent to 7.475 per cent times salary, or the deduction will still be 149.5 per cent. This deduction remains the same but will be figured on the higher individual rate. This increase is due to changing of the law from a 4 per cent to a 5 per cent basis.



## Superintendent Erwin Announces Appointment of Four to Staff

Four new persons have been added to the staff of the Department of Public Instruction. It is announced by State Superintendent Clyde A. Erwin.

Mrs. Annie Ruth Moore and Dr. Robert M. Fink have been added to the School-Health Co-ordinating Service Division.

John L. Cameron replaces Charles E. Spencer as Supervisor of Health and Physical Education in the Division of Instructional Service. Mr. Spencer is now co-director of the School-Health Co-ordinating Service with Dr. C. P. Stevick.

Miss Lillian Fields Moore, native of Raeford, replaces Dorothy Aycock as Assistant Supervisor of Certification in the Division of Professional Service.

Mrs. Moore, who becomes health educator, has taught in the public schools of Guilford County and Winston-Salem. She was principal of the Sedgewick Elementary School in Guilford County and of the Vancoboro Elementary School in Craven County. She received her B.S. degree from Guilford College and recently completed work for the Master of Public Health degree at the University.

Dr. Fink becomes Consultant in Mental Hygiene with the School-Health Co-ordinating Service. He has been a teacher, coach and principal in the schools of Delaware and Virginia. More recently he has been an instructor in secondary education at the University of Virginia. He received his B.S. from Washington College, his M.A. from the University of Virginia, and his Ph.D. from the University of North Carolina.

Mr. Cameron, a native of Lee County, received his undergraduate training at Elon College where he was awarded the A.B. degree. He took graduate work at Columbia University and the University of North Carolina where he received his M.A. degree. Mr. Cameron's experience has been as a teacher in the Jonesboro High School, his native town, in 1936-37; Louisburg College as director of athletics and physical education during 1937-42, and as Associate Professor of Physical Education. Mr. Cameron was with the Navy for three and a half years, also in physical education work.

Miss Moore is a graduate of Woman's College and Massey's Business College, Richmond, Va. Before coming with the Department, she was Supervisor of the Report Department of Peat, Marwick,

## Challenging Thought

*Search for facts, not opinions, and collect exact information. Then, form your own opinion with tolerance. It is very easy for Americans to be provoked by world events when we are so far removed from the scenes of hunger, devastation, and strife.—Secretary of State, George Marshall.*

*To try to make youngsters religious by adding an hour or two of formal religious instruction and thereby hope to make them moral and free from dangers of delinquency is contrary to the sane judgment of any educated person.—E. J. Chave, professor of religious education at Chicago University.*

*The conflict between Russia and the United States today is a conflict both of interests and of ideas, but on one point the two countries agree —on the need for improving the lot of the common man, the need to abolish poverty, to promote health and education, to enlarge all the activities that lead to a better human life. It is along these lines that the United States and Russia should be competing today. In that competition there need be defeat for none and there can be victories for all.—Vera Micheles Dean, in Journal of the Association of University Women.*

*American history, as now taught, does not give adequate attention to the influence of the United States on the civilization of other peoples and nations. Our Constitution set precedents for many Latin American countries and for the Australian Commonwealth. American inventions . . . have changed the economic life of much of the rest of the world. Educators, missionaries, doctors, public health experts, and businessmen—together with the movies, radio and members of the Armed Forces—have also been agents in "Americanizing" the world.—The Study and Teaching of American History, 17th Yearbook of the National Council for the Social Studies.*

Mitchell and Co., certified public accountants, Greensboro. She has also had employment with the Vick Chemical Co., and Richardson Realty, Inc., Greensboro, as secretary and book-keeper.

## Dr. Holland Holton Dies

Dr. Holland Holton, Professor of Education and Summer School Director at Duke University, died August 20, 1947 at the age of 59 years.

Dr. Holton, born in Surry County, was reared in Durham County, where he completed his public school education and later attended Trinity College. He taught in the schools of Durham and was principal of the West Durham school. Later he became superintendent of the Durham County Schools. He resigned this position to take graduate work at the University of Chicago before going with his alma mater as professor of education.

Dr. Holton was a member of the North Carolina Committee of the Commission on Secondary Schools of the Southern Association of Secondary Schools and Colleges. He was editor of the Southern Association Quarterly; he was also a member of the North Carolina College Conference and the North Carolina Education Association.

According to J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction, Dr. Holton's service to the State was characterized by a high order of excellence. "He was a man of sound judgment and scholarship; had high professional standards; he engaged the confidence and respect of school men everywhere; he was truly a Christian gentleman of impeccable character."

## Board Continues New A.D.A. Report Form

The New Average Daily Attendance Report Form put into use last year for the first time will be continued for 1947-48, the State Board of Education voted at its July 10th meeting. This action was taken after a committee of superintendents, principals, and teachers which carefully studied the problem had recommended:

"That the home room teacher's copy of the New Average Daily Attendance Report Form be continued, a copy of which would go to the principal at the end of the first seven months of the school term which would then be passed along to the superintendent, who in turn would send the copy to the State Board of Education at the end of seven months, along with the Organization Statement of General Information, and that the principal's copy and the superintendent's copy as heretofore used be optional."

The committee consisted of nine superintendents, six principals, and four classroom teachers.

## Department Not to Conduct Tests This Year

No State-wide testing program will be conducted by the Department of Public Instruction this year, it was announced recently by Dr. J. Henry Highsmith, Director Division of Instructional Service, in a letter to school superintendents.

Last year, 1946-47, tests were given in grades 5 and 8. "We shall not conduct such a program for 1947-48," Dr. Highsmith said. "Instead, we are suggesting that city and county administrative units conduct the testing program which seems to be most helpful and appropriate for the given administrative unit."

Dr. Highsmith also made certain suggestions for administering a testing program.

## Negro Principals Discuss Measuring Work of School

Negro principals and Jeanes supervisors discussed measuring the work of the school and the new Handbook for Elementary and Secondary Schools, recently published by the State Department of Public Instruction, at a series of group conferences throughout the State from September 30 to October 17. These conferences were sponsored by the Division of Negro Education, State Department of Public Instruction, and were directed by Marie McIver, State Supervisor of Colored Elementary Schools, and S. E. Duncan, State Supervisor of Negro High Schools, of the Department.

## World Christmas Festival Will Be Held

On December 15, 1947, worldwide Christmas festivals will be celebrated simultaneously by youth in more than 14 countries.

Would you like your students to have friends in other countries, chosen by themselves? Will you help them make up their parcels and write a letter? These individual parcels could be packed in cartons and should be sent by freight before October 31, 1947, to WORLD FESTIVALS FOR FRIENDSHIP warehouse at 35 E. 35th Street, New York 16, New York, who will ship them overseas. To help defray shipping costs, 10c for each pound of the parcel's weight should be sent to the address named below.

Write for further information to: World Festivals for Friendship, Inc., 2 W. 45th Street, New York 19, New York, Suite 1410.

## Joyner: Educational Statesman

There were giants in the State in those days — giants of public leaders, determined to slay the dragon of North Carolina's excessive illiteracy, the dragons of poorly manned and equipped schools which did their job in four months and took recess 'til next fall. Dr. James Yadin Joyner was one of the great leaders who marched out with Governor Aycock against the foe. Dr. Joyner remained in the struggle until the initial victory had been won. He remained at his post for 17 years through the hard days of planning for the consolidation and extension of the gains made by arousing the people to support of the cause. Today, not only those present but the State at large pays honor to Dr. Joyner, as he observes at his home in La Grange his 85th birthday, for what he did as state superintendent of schools.

His name as an educational statesman will remain among the foremost of the nation. He was teacher and persuader to legislatures that lengthened school terms, provided State support for Negro schools, began vocational instruction, especially in agriculture. He was a skilled technician in the organization of school grades and high schools.

Today, ripe in years and knowledge, Dr. Joyner studies and practices agriculture on his farms in Lenoir County. The people of North Carolina salute him today with the affection and esteem due to an elder statesman.—Asheville Times.

## Former Department Member Heads St. Augustine's College

Dr. Harold L. Trigg, formerly State Supervisor of Negro High Schools for the State Department of Public Instruction, became the first Negro president of St. Augustine's College on September 18, when formal opening exercises of the institution took place.

Before heading this institution, which is operated under Episcopal auspices, Dr. Trigg was associate executive director of the Southern Regional Council, Inc., operating in 13 southern states. Prior to his association with that organization, he was president of Elizabeth City State Teachers College from October 1939 to November 1945. Dr. Trigg was with the Department before he became connected with the Elizabeth City institution.

## Credle Prepares Information Regarding Schoolhouse Construction

How are schoolhouses financed? What and how may we build? What about State aid? Where may aid in planning schoolhouses be obtained? What steps are necessary in planning a building program? These are some of the questions answered in a recent bulletin on "Schoolhouses" prepared by W. F. Credle, Director of the Division of Schoolhouse Planning, State Department of Public Instruction.

This bulletin also gives a score card to help in the selection of the school site, suggestions regarding the architectural character of the building contemplated and suggested size and capacities of various rooms according to purposes for which they will be used.

Finally, answers are given to the following two questions:

(1) Is this a good time to issue bonds and construct new school plant facilities?

(2) Are there radically new and different materials for construction purposes?

A copy of this five-page mimeograph bulletin may be secured from Mr. Credle.

## Sand Hill School Has Write-up in The Enka Voice

Sand Hill High School, one of the accredited schools of Buncombe County, has a write-up by Wilson Ayers in the March, 1947 number of *The Enka Voice*, organ of the employees of the American Enka Corporation, Enka, N. C.

The article gives a brief history of the school, followed by sections on the various aspects of the school, including commercial education, cafeteria, library, Journalism, glee club, student government, athletics, home economics, physical education, recreation, safety patrol, dramatics, parent teachers association, industrial arts, general equipment and "a wonderful spirit." The article is illustrated by 18 pictures depicting various school activities.

The school, the article points out, is under the guidance of Principal C. C. Marr, who has been at the institution since 1925. It has a faculty numbering 29 and an enrollment of 950 students. The entire plant consists of four buildings. The high school department was accredited by the State Department of Public Instruction in 1931.

# THE ATTORNEY GENERAL RULES

## Bonds for Teacherages May Be Issued

I have your letter of August 1, in which you write me as follows:

"I am called upon to answer the following questions:

"Does the special authorization to the counties, as contained in G. S. 153-77, permit a Board of County Commissioners to authorize the expenditure of funds derived from a tax levy for the purpose of either purchasing or maintaining and operating a teacherage in connection with the public schools?"

"If not, may a Board of County Commissioners authorize the expenditure of any public funds derived from sources other than a tax levy for such purposes?"

"The opinion in *Denny v. Mecklenburg County*, 211 N. C. 558, and *Nash v. Tarboro*, 227 N. C. 283, especially the citation from American Jurisprudence on page 285 in the *Tarboro* case, leaves doubt as to whether the expenditure of any public funds either to purchase or to maintain a teacherage is for a 'public purpose'."

G. S. 153-77 was amended by Chapter 931 of the Session Laws of 1947 to rewrite paragraph (a) to read as follows:

"(a) Erection and purchase of schoolhouses, school garages, physical education buildings, teacherages, lunch rooms and other similar school plant facilities."

The effect of this amendment is to supply the thing which was lacking in the case of *Denny v. Mecklenburg County*; that is, statutory authority for the issuance of bonds of a county for the purpose of erecting teacherages. It is my understanding that the *Denny* case did not pass upon the question as to whether or not the purchase or maintenance of a teacherage is for a "public purpose."

The statute as now amended having provided for the issuance of bonds for the purpose of erection and purchase of teacherages, this would be clearly a legislative declaration that a teacherage is a public purpose. While this is not binding upon the Supreme Court, it would certainly be very persuasive authority and, in case of doubt, would be resolved in favor of the validity of the Act of the Legislature. See a full discussion in June, 1947, issue of *Popular Government* in an article entitled "*Tarboro Hotel v. Public Purpose*" by Albert Coates.

G. S. 115-220 authorizes loans by

## When Vote for Supplement Is Necessary

I have your letter of August 1 in which you write me as follows:

"Following the quotation from G. S. 115-363 contained in your letter the statute reads: 'In the event of approval by the State Board of Education, the same shall be shown in detail upon the minutes of said tax levying body, and a special levy shall be made therefor, and the tax receipt shall show upon the face thereof the purpose of said levy.'"

"Question: If approved by the County Commissioners and the State Board of Education may such special levy be made without holding an election as provided in G. S. 115-361?"

Any supplements which are levied by authority of G. S. 115-361 or 115-362, under the terms of these statutes, cannot be levied until authorized by an election called and held as provided therein.

Supplements which are made by reason of the provisions of G. S. 115-356 do not require a vote in order that the tax levying authority shall make a sufficient tax levy to provide the necessary funds for the maintenance of plant, fixed charges and capital outlay, in the event the fines, forfeitures, penalties, dog taxes, poll taxes and receipts from all other sources, except State funds, are used as supplements as provided in this section.

The State Board of Education from the State Literary Fund to counties for the building and improving of public schoolhouses or dormitories for rural high schools and teacherages, which is likewise legislative recognition that teacherages are public purposes.

Under G. S. 115-157, in subsection (b), it is provided that the capital outlay funds shall provide for the purchase of sites and erection of school buildings, including dormitories and teachers' homes.

While I have found no case in which the Court has passed expressly on the question, in my opinion the Court would probably hold that the providing of teacherages and maintaining and operating the same in connection with the public schools is a public expense for which the Legislature has expressly authorized appropriations by the county.

## What Constitutes Higher Standard of Schools

I received your letter of July 28, in which you refer to the provisions of our School Law found in G. S. 115-347; G. S. 115-157; G. S. 115-14; G. S. 115-10; G. S. 115-361; G. S. 115-362, and G. S. 115-363, in connection with which you submit the following question:

(1) "Please advise whether providing more teachers, supervisors, clerks, janitors, fuel, light, water, health and physical education, accident insurance, telephones and other instruction and conveniences than the State provides in its standard schools, constitutes a school of a higher standard than that provided by State support?"

I believe providing the things mentioned could be considered as constituting items in the operation of a school of a higher standard than that provided by State support. Our statute on the subject, as you know, totally fails to define what is meant by the operation of schools of higher standard, in the absence of which we would give the term the ordinary and generally accepted meaning, and if more of the things mentioned in the question are needed to improve the school, I believe that they could be considered as provisions for operating a school of a higher standard.

Your second question is as follows:

(2) "And whether the County Commissioners must upon request of the County Board of Education, without an election, levy sufficient taxes to pay for providing additional teachers, supervisors, clerks, janitors, fuel, light, water, health and physical education, accident insurance, telephones &c?"

These statutes which provide for school supplements are G. S. 115-356, 115-361 and 115-362. G. S. 115-363 provides as follows:

"A request for funds to supplement the State school funds as permitted under the above conditions shall be filed with the tax levying authorities in each county and city administrative unit on or before the fifteenth day of June on forms provided by the State Board of Education. The tax levying authorities in such event may approve or disapprove this supplemental budget in whole or in part and upon approval being given the same shall be submitted to the State Board of Education which shall have authority to approve or disapprove any object or item contained therein."

Under this provision it is my opinion

(Continued on page 16)



## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, Oct. 1942)

Miss Louise Lowe of Carro Station, Georgia, has been appointed itinerant teacher trainer of home economics education at the Woman's College in Greensboro.

One-sixth of all the teachers in schools of the Southern States have left teaching entirely during the past year.

Approximately 85 per cent of the boys of last years' junior and senior classes need dental attention, it was disclosed from a recent survey made by a committee from the North Carolina Dental Society.

The 1940 census shows that 67,036 residents of North Carolina twenty-five years old and over had completed four years of college work.

### 10 Years Ago

(N. C. Public School Bulletin, Oct. 1937)

Under the direction of Miss Eunice Kneese, teacher of history, the Senior High School of Greensboro is putting on a weekly radio program over WBIG the local station, each Wednesday evening at 8:45 p.m.

"Grade Progress" is the title of the October number of State School Facts, official publication of the State Department of Public Instruction.

Four group conferences for Jeanes teachers will be held during the week November 8-12 at Winston-Salem, Raleigh, Fayetteville and Elizabeth City.

The Southeastern Regional Conference on Adult Education met at Chapel Hill on October 3, 4, and 5, with well-known educators from six southern states attending.

### 20 Years Ago

(State School Facts, October 1927)

There were 23,448 teaching positions in North Carolina during the school year 1926-27. Of this number 17,705 were held by white teachers, 5,743 by colored teachers.

The average scholastic training of all white teachers of the State for the year 1926-27 as evidenced by the scholastic index of 605.4 was slightly more than two years in college. In 1922-23 this index from the State as a whole was 513.3.



**Visit Them Nov. 9-15**  
**AMERICAN EDUCATION WEEK**

#### General Theme

The Schools Are Yours

#### Daily Topics

Sunday, November 9

Securing the Peace

Monday, November 10

Meeting the Emergency in Education

Tuesday, November 11

Building America's Future

Wednesday, November 12

Strengthening the Teaching Profession

Thursday, November 13

Supporting Adequate Education

Friday, November 14

Enriching Home and Community Life

Saturday, November 15

Promoting Health and Safety

Write the National Education Association, 1201 16th St., N.W., Washington 6, D. C., for literature regarding the celebration of this week.

## THE ATTORNEY GENERAL RULES

(Continued from page 15)

that the County Commissioners cannot be compelled upon request of the County Board of Education, with or without an election, to provide for supplements, as approval of the budget in whole or in part is left with the tax levying authorities, which is the Board of County Commissioners.

## MAKING TODAY'S NEWS

Raleigh. Driving courses will be offered to pupils in all three Raleigh high schools during the coming school term, Jesse O. Sanderson, city school superintendent said Thursday. —Raleigh Times, August 28, 1947.

Caldwell. The Caldwell County Board of Education tonight took final action ousting R. L. Fritz, Jr., from the principalship of the Hudson School by directing the district school committee to select a new principal. —Raleigh News and Observer, September 6, 1947.

Mecklenburg. The Mecklenburg county school enrollment in the white schools for the new term which opened last Thursday was 163 more than for the previous term, according to figures compiled yesterday in the office of Superintendent J. W. Wilson. —Charlotte Observer, September 6, 1947.

Forsyth. Increased enrollment at county schools will necessitate the hiring of at least three and possibly six new teachers, Superintendent Ralph Brimley said yesterday, after registration totals were submitted by county school principals. —Winston-Salem Journal, August 30, 1947.

Polk. County school Superintendent N. A. Melton said today the strike of Sunny View School pupils was continuing with parents and pupils picketing the school at Mill Spring. —Salisbury Post, September 3, 1947.

Rocky Mount. Rocky Mount high school students soon will be receiving expert training in automobile driving from a trained instructor in a semester course which will count toward their high school diploma, if plans now tentatively made are carried out the first of the year as scheduled. —Rocky Mount Telegram, August 30, 1947.

Winston-Salem. City school children who need free lunches will get them today and until the question of the provision of school lunch funds is settled, John W. Moore, city school superintendent, said yesterday, implying that the school cafeterias would temporarily bear the expense. —Winston-Salem Journal, September 5, 1947.

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# NORTH CAROLINA PUBLIC SCHOOL

... Published Monthly by the State Department of Public Instruction ...

Sup

# Bulletin

NOVEMBER, 1947

RALEIGH, NORTH CAROLINA

VOL. XII, No. 3

## Teachers Improve Schools By Professional Study

### Illustrated by Mitchell County

■ "Our public schools are being improved as much by the planning and work of teachers and principals in professional study groups as in the classroom," according to Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction.

"Study groups and conferences of teachers and principals, based on the workshop plan of procedure, are carried on systematically in a number of the county and city units," Dr. Highsmith stated. "Ordinarily, these workshop meetings are under the general direction of the superintendent. They are then broken down into subcommittees under the direction of the supervisor, if there is one, a principal, or a teacher, who has shown outstanding ability as a leader in a particular field. These committees work out plans for improving the schools in the area studied. These reports are submitted to the larger group for approval and for making effective as a part of the entire school program.

"Mitchell County serves to illustrate this type of study. Early during the 1946-47 term the superintendent, principals and teachers all met in conference to formulate and adopt a plan of procedure in building better schools for that county. An itemization of the areas that would be studied shows the following:

"1. Use, maintenance and development of library and instructional equipment and supplies with special emphasis upon the reading program.

"2. Improving the use and care of buildings and grounds.

"3. Improving pupil behavior.

"4. Improving use of resources.

"5. Further improvement in the teaching of art.

"6. Improving the teaching of arithmetic.

"7. Improving public relations.

"Committees were selected for each of these areas. These small groups met often to plan and work. Less frequently the entire county faculty met to hear findings and recommendations. And at the end of the year evaluation reports were made.

"For the current year a continuation of this program of improvement with emphasis upon meeting the needs of all pupils is being carried on."

## Governor Fills Vacancies On Textbook Commission

Governor Cherry recently appointed Miss Eloise Rankin, supervisor of the Mecklenburg County schools, and Mrs. Estelle McClees Komerska, teacher in the Burlington city schools, to the Textbook Commission.

Prior to these appointments vacancies had been filled by the appointment of Miss Grace Brunson, supervisor of the Winston-Salem elementary schools, and Miss Mary Blackstock, teacher in the Asheville schools, to the Commission. Mrs. Komerska will work in the high school field, it is announced, whereas the other three persons were assigned to the elementary division. Other members of the Commission are: Superintendent L. E. Spikes, Burlington, Chairman; Miss Frances Lacy, supervisor of the elementary schools, Raleigh; Mrs. Floyd Souders, teacher in the Fayetteville City Schools; Mrs. Manly Williams, principal of the Lake Forest School, Wilmington; George S. Willard, Jr., principal of the Charles L. Coon High School, Wilson; E. M. Thompson, principal of the Burgaw School, Pender County; Miss Jinsie Underwood, teacher in the Gastonia High School; and Miss Iva E. Shockley, teacher in the Durham High School.

In accordance with law, it is the duty of this Commission to evaluate the textbooks offered for adoption in North Carolina. Written evaluation reports are required to be made to the State Board of Education, which makes the adoptions.

At the present time the Commission is studying the social studies field, and new adoptions are expected to be made for the several grades in which social studies are taught within the next few weeks for use next school year.

## F.F.A. Continues To Grow

Active membership in the Future Farmers of America organization, which comprises high school boys taking courses in agriculture, increased from 10,005 in 1945-1946 to 12,008 in 1946-1947, it is learned from R. J. Peeler, Assistant State Supervisor of Agriculture in Charge of FFA Work for the State Department of Public Instruction. The total membership of this state organization, Mr. Peeler says, including associate and honorary members, is around 25,000.

A list of accomplishments for the past year shows that the Future Farmers chalked up a labor income of \$1,886,140.18 from project work. This program included a total of 312,408 layers for eggs, 807,642 broilers for meat, 18,376 hogs for pork, 7,852 brood sows, 5,684 dairy cows, 2,681 beef animals, 3,876 turkeys and 618 sheep. These boys also had 10,814 home gardens, 18,406 acres of legumes, such as soybeans, lespedeza, etc., 3,684 acres of cotton, 8,512 acres of corn, 15,271 acres of small grain, 2,814 acres of tobacco and 6,781 acres of truck crops.

A total of 9,218 boys out of the 12,000 active members had a four-year plan in operation. This plan is adopted by every boy at the beginning of his high school years and includes the keeping of official project record books, each boy having his own outline of crop and livestock projects, which is followed and enlarged upon as he progresses through school.

Over 11,000 members carried on one or more projects, and over 3,000 had participated in livestock exhibits, calf shows, county shows, State Fair and other shows and sales. Over 400 had exhibited crops at various fairs.

## In This Issue

	Page
Superintendent Erwin Says .....	2
An Alternate Plan .....	3
Public Schools Get 71 Per Cent of General Fund Expenditures in 1946-47 .....	4
State School Facts .....	8, 9
The Attorney General Rules .....	15

# NORTH CAROLINA PUBLIC SCHOOL BULLETIN



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VOLUME XII  
NUMBER 3

CLYDE A. ERWIN, *State Superintendent of Public Instruction*  
L. H. JOBE, *Director, Division of Publications, Editor*



NOVEMBER  
1947

Entered as second-class matter November 22, 1939, at the postoffice at Raleigh, N. C., under the Act of August 24, 1912.

All material herein is released to the press upon receipt.

## Superintendent Erwin Says.....

The General Assembly of 1947 passed a resolution authorizing the creation of a commission to be known as the "Sir Walter Raleigh Day Commission." This Commission, with the Governor as chairman and the State Superintendent of Public Instruction as secretary, will be appointed now soon. It will be the duty of this Commission to receive voluntary donations from the people of the State including school children for the erection in the City of Raleigh of a suitable memorial in honor of Sir Walter Raleigh.

The State Superintendent is authorized and directed by law to set apart a day known as "Sir Walter Raleigh Day" to be celebrated in the public schools of the State. On this day a program of exercises celebrating the occasion will be provided and an opportunity will be given to the school children of the State to make voluntary donations toward the erection of the memorial to Sir Walter Raleigh.

In view of the fact that it has not been possible to celebrate this occasion this fall, as contemplated in the law, I should like to request that superintendents and principals call this matter to the attention of all social studies teachers, especially those who teach North Carolina history, with the view of collecting suitable materials for possible use in the preparation of a "Sir Walter Raleigh Day" bulletin for use in 1948.

To my mind the celebration of this occasion offers a splendid opportunity to teach North Carolina history, especially the early period and the connection of Sir Walter Raleigh with it. I hope, therefore, a number of study units built around this period in our history will be prepared this year, and I shall appreciate it if copies of such units are sent to me.



## AN ALTERNATE PLAN

INSTEAD of compulsory universal military training the BULLETIN suggests the following as an alternate plan:

1. Let Congress make an appropriation to each of the states for education, the amounts to be worked out on the basis of determined needs in relation to ability. This might be patterned after S472, which will be up for consideration of Congress in January.

2. That all school terms be extended to eleven months with all teachers and other school employees paid on a twelve months basis.

3. That the regular nine months term be strengthened where the need is apparent, and operated in general as is now the case.

4. That two weeks of the remaining two months be used in a short course of intensive training of those teachers who need such training by those qualified to give it in physical education activities—recreation, camping, arts, crafts, citizenship, etc.

5. That all teachers then be assigned to one phase of such activities for six weeks schools all over the nation—at schools, camps, resorts, parks, lakes, etc.—for training the youth in health and citizenship.

The BULLETIN believes, if some such program as this were inaugurated by the Congress in place of the proposed UMT program, that far greater benefits would result. Furthermore, such a program in being continuous from year to year would gradually increase the physical stamina of our people and at the same time tend to preserve our democratic way of life.

## THE 1950 CENSUS

IN 1950 another Federal Census will be taken. Between then and now there is one regular session of the General Assembly. Of course, we don't expect that body of lawmakers to make all the changes needed for an excellent showing by North Carolinians as to educational qualifications when the 1950 census is taken. We do think, however, that attention should be directed to such points that will tend to improve our standing.

More to the point—the 1940 census showed that 26.2 per cent of North Carolina's population over 25 years of age had not completed more than four years of school. Our rank in this respect was 43rd among the states and the District of Columbia. The national average was 13.57 per cent.

In the opinion of this BULLETIN, our concern should be toward the causes that produced this high percentage (low rank) of North Carolinians who have a low grade education. The 1950 census will include another group of our citizens. Without corroborative statistics, we believe the percentage figure as to educational qualifications will be lower. However, if we could attack the problem vigorously between now and 1950, the figure might be much lower; and certainly the

## THE P.T.A.

THE parent-teacher association is one of the best vehicles for a strong public relations program for the public school. There should be a strong well-organized association in connection with each individual school.

There is no good reason why the principal and teachers, the local committee, or the board of education should fail to co-operate with the parent-teacher association. Oftentimes, where differences exist, they are due to a lack of understanding of the policies, procedures and methods of the P-T. A. Boards, committees and principals should share their responsibility with the citizens of the community.

The sooner those in legal authority of each school adopt a policy of trying to aid the parents in the up-building of the school, the more secure will be our constitutional government and the more effective will be our democratic system of public education.

## TELL US

THE BULLETIN has learned that "until September 22, 1948, at least, school musicians may *not* take part in civic parades, ceremonies, expositions, community concerts, national, state and county fairs . . . in functions which further private enterprise, trade, or commercial clubs . . . in occasions which are partisan or sectarian in purpose . . . in functions of clubs, societies, civic or fraternal organizations . . ."

This is the manifesto of Mr. James Petrillo. And adds Mr. Petrillo, "statements that funds are not available for the employment of professional musicians, or that if the talents of amateur musical organizations cannot be had, other musicians cannot or will not be employed, or that the amateur (school) musicians are to play without remuneration of any kind, are all immaterial."

Well, that's pretty clear, isn't it? And we agree with all that part that has to do with "functions which further private enterprise." The school band or school orchestra should not be used for such purposes, unless they are paid.

It seems, however, under Mr. Petrillo's manifesto that these amateur musical organizations can't play at all, pay or no pay. We think also that a school band should be permitted to take part in civic parades or other community or patriotic affairs. Who is this Mr. Petrillo, that he can tell the school where the band or orchestra shall play, or not play? And what can he do, if the school band does perform at some civic undertaking? Will someone please tell us?

census of 1960 would reflect anything that the schools could do now.

We refer the matter to the State Education Commission for recommendations to the 1949 General Assembly for further action.

## Glimpses Overseas

**Peru:** The Minister of Education asked the schools of Peru to plan observance of the 400th anniversary of the birth of Cervantes, author of Don Quixote.

**Great Britain:** An experimental school to help word-deaf children has been opened at Moor House, Oxted, Surrey. (Word-deaf children are of normal intelligence, but cannot understand or memorize sounds because of a defective aural memory.)

**Czechoslovakia:** The University of Prague, still bearing the scars of German destruction, has an enrollment of 20,000 students. Some of the more popular professors have lecture classes of 500.

**Russia:** A representative of the American Council of Learned Societies last week submitted to Soviet officials a program for cultural relations between the United States and Russia. Observers say that the Russians may prefer to deal with a private group such as the Council of Learned Societies, rather than with the U. S. State Department. The Council's suggestions include exchange of students, professors, librarians, and publications. "The proposals will receive due consideration," said Soviet Deputy Foreign Minister J. A. Malik.

**All Over Europe:** The problem of today is the deterioration of youth, says Correspondent Douglas Larsen, of Scripps-Howard. Writing from Brussels, he says:

"European youngsters now in their early teens have come to regard black markets, occupations, hunger, political strife, broken homes and all the other troubles of war and its aftermath as a normal existence. It is about all they have ever known. While their parents have been making war, they have become a neglected generation.

"As a result a sort of cynical, Godless and lawless creed crime has spread among these young people which is far worse than any juvenile delinquency problem in America.

"About half the black market stooges in Prague, Paris, Brussels, Amsterdam and other cities are kids of 15 and 16. The slick techniques of the 13 and 14-year-old pick-pockets and petty thieves in the cities astonish even the seasoned cops.

"Just as shocking is the cynicism and lack of faith you find among the children of the better families."

# Public Schools Get 71% of General Fund Expenditures in 1946-47

## 35.9 Per Cent of All Expenditure From State Funds

Public schools took 71 per cent of the total General Fund expenditures, statements on the condition of State funds as of June 30, 1947 recently released show, a total of \$54,788,382. These calculations are made after excluding the \$50,932,256 permanent improvement funds set aside by the General Assembly of 1947, a Postwar Reserve Fund of \$30,076,056 and a balance on hand of \$12,011,430 from a total General Fund availability of \$170,145,574.

Considering actual expenditures from all State funds, however, the public school expenditure was only 35.9 per cent—expenditures for highways, agriculture, the General Assembly, State courts, executive and administrative departments; educational, charitable and correctional institutions; State aid and pensions, taking all the remaining 64.1 per cent.

Total expenditures from the three State funds were as follows:

	1945-46	1946-47
Agricultural Fund .....	\$ 724,086	\$ 873,514
Highway Fund .....	51,632,407	74,646,095
General Fund .....	68,212,503	*128,058,088
Total .....	\$120,568,996	\$203,577,697
Less permanent improvement fund .....		50,932,256

Net expenditures from total funds..... \$152,645,441

Expenditures for public schools for 1946-47 were \$54,788,382, all from the General Fund.

The table below shows: (1) the availability, the expenditures, and the balance on hand on June 30, 1947, for the three State funds, and (2) the availability and expenditures from the General Fund by objects for 1945-46 and 1946-47.

It will be observed that the largest portion of the General Fund revenue comes from income and sales taxes. Franchise and beverage taxes account for the next largest part of the General Fund revenue.

### I. AVAILABILITY OF AND EXPENDITURES FROM STATE FUNDS, 1946-47

A. Agriculture Fund:	Availability	Expenditures	Balances
Credit balance, July 1 .....	910,781		
Total revenues .....	910,998		
TOTAL .....	\$ 1,821,689	873,514	\$ 940,175
B. Highway Fund:			
Credit balance, July 1 .....	\$ 50,821,491		
Motor vehicle revenue .....	53,359,869		
Other revenue .....	5,395		
Federal aid .....	11,376,902		
TOTAL .....	\$115,568,657	\$ 74,646,095	\$40,917,562
C. General Fund:			
Credit balance, July 1 .....	\$ 50,149,170		
Total revenue .....	119,996,404		
TOTAL .....	\$170,145,574	*\$128,058,088	†\$42,087,486
GRAND TOTALS .....	\$287,530,920	\$203,577,697	\$83,945,223

\*Includes \$50,932,256 set aside by General Assembly of 1947 as a permanent improvement fund.

†Includes \$30,076,056 postwar reserve fund.

### II. AVAILABILITY AND EXPENDITURES FROM THE GENERAL FUND, BY OBJECT, 1945-46 AND 1946-47

A. Availability:	1945-46	1946-47
Total credit balance, July 1* .....	\$ 25,735,050	\$ 50,149,170
Revenue .....		
Inheritance taxes .....	\$ 1,702,176	\$ 2,016,972
Licenses .....	2,674,110	3,460,048
Franchise taxes .....	8,471,074	9,094,680
Income taxes .....	37,903,173	54,491,054
Sales taxes .....	26,554,843	35,481,753
Beverage taxes .....	6,834,704	7,900,638

## Erwin and Miller Attend Rural Education Conference

State Superintendent Clyde A. Erwin, accompanied by J. E. Miller, Associate in the Division of Instructional Service, attended a Conference on Rural Education at Ann Arbor, Michigan on October 27-November 5.

Superintendent Erwin delivered the keynote address at the opening of the Conference.

The activities of the Conference were directed mainly toward the development of plans and programs for the improvement of rural education. "Emphasis," according to Superintendent Erwin, "was not so much on the needs as upon how to meet these needs and what should be done about them. I think this Conference was significant because we had there the public school leadership of the entire nation. The function of plans devised there will depend in the main upon what these leaders are able to accomplish in these several states. I hope that we in North Carolina will receive some benefits from this Conference, although I believe we are already in advance of many of the states in our rural education program."

## Social Studies Council to Hold Conference

The North Carolina Council for the Social Studies Department of North Carolina Education Association, is sponsoring a Social Studies Conference to be held in Raleigh, December 5th and 6th, it is announced by Mrs. Mary Sue Fonville, chairman.

The first session on the evening of the 5th, will be a joint meeting with the State Literary and Historical Association to hear Dr. Julian Boyd of Princeton. The Saturday session will be held from ten o'clock till three o'clock at Meredith College when the program will include reports and discussions about adoptions of social studies texts, the curriculum study being carried on by the State Education Commission, resource-use education, and the preparation of the Social Studies Curriculum bulletin to be published by the State Department of Public Instruction. The meeting will conclude with a luncheon and an address about education for world citizenship.

Teachers and administrators at all levels—elementary, secondary, and college—who are interested in improving social studies programs are urged to attend.

## Schools Observe Book Week

Book Week was observed throughout the schools of the State on November 16-22. This year's slogan was "Books for the World of Tomorrow."

## Reader's Digest Releases Filmstrips

"Our American Heritage," a series of six teaching filmstrips, has just been released by The Reader's Digest Educational Department, according to an announcement from Arthur J. Crowley, Director. The series represents the Digest's contribution to the far-reaching American Heritage Program, now being spearheaded by the nationwide tour of the Freedom Train.

The new filmstrips span the development of civil liberties, from the period of the Magna Charta, through the struggles of our early Republic, the creation of the great documents guaranteeing this nation's basic liberties, the contributions of our great thinkers and statesmen, up to present day American democracy and the worldwide challenges to continuance and further growth of human freedom.

Produced under the supervision of Marquis James as editor and a board of nine eminent educators, the filmstrips are for use in junior and senior high school English and Social Studies classes and in assemblies. The series will also be shown in Freedom Train ceremonies in 304 cities and towns throughout all 48 states.

The Digest's first venture into the audio-visual field, "Our American Heritage" was prepared, without profit to the Digest, at the request of the N.E.A.'s Department of Secondary Teachers, for the American Heritage Foundation.

Varied visualizations such as black and white photographs, pictographs, vivid historical drawings, cartoons and effective text frames make up the filmstrips, which include: The Birth of Our Freedom; Freedom's Foundation; Freedom's Progress; Freedom Today; The Vocabulary of Freedom; The Literature of Freedom. Accompanying the series is an illustrated 40-page Teaching Guide that reproduces in sequence each frame in each strip. The series, packaged with the Guide in a book-like file box, is priced at \$19.50. It may be ordered from local audio-visual distributors or from the Educational Department of The Reader's Digest, 353 Fourth Avenue, New York 10, N. Y.

Gift taxes.....	106,901	123,179
Intangible taxes.....	809,222	920,215
Freight cars.....	48,421	44,702
Insurance.....	2,881,401	3,471,024
Miscellaneous.....	3,630	4,742
Nontax revenue.....	2,463,426	2,987,397
TOTAL REVENUE.....	\$ 90,453,171	\$119,996,404
TOTAL AVAILABILITY <sup>a</sup> .....	\$116,188,221	\$170,145,574

### E. Expenditures:

Other than schools		
General Assembly.....	\$ 12,648	\$ 242,836
Judicial.....	450,237	481,428
Executive and administrative.....	4,088,195	4,456,967
Educational institutions.....	5,026,480	5,789,046
Charitable and correctional institutions.....	5,580,511	5,571,745
State aid and obligations.....	5,389,068	5,501,235
Pensions.....	364,898	293,793
TOTAL.....	\$ 20,921,037	\$ 22,337,050
Less credit.....	18,839	
Net expenditures, other than schools.....	\$ 20,902,198	\$ 22,337,050
Public schools.....	\$ 47,158,447	\$ 54,788,382
Debt service.....	151,858	400
Total expenditures.....	\$ 68,212,503	\$ 77,125,832
Permanent improvements.....		50,932,256
TOTAL.....	\$ 68,212,503	\$128,058,088
C. Balance on hand June 30.....	\$ 47,975,718	\$ 42,087,486
Including postwar reserve fund.....	20,537,701	30,076,056
Net credit balance.....	\$ 27,438,017	\$ 12,011,430

<sup>a</sup>Including postwar reserve fund.



# Former State Superintendent of Public Instruction Dies

■ Dr. Eugene Clyde Brooks, State Superintendent of Public Instruction from 1919 to 1923, died at his home in Raleigh on October 17. He had been ill for several years.

"The State has lost one of its foremost leaders of public education" said State Superintendent of Public Instruction, Clyde A. Erwin, in learning of his death. "Dr. Brooks was one of those great educational leaders of the State, following Joyner, Aycock and McIver, who helped lay the foundation upon which much of our present educational system was built. Public education in North Carolina is indebted to him for much of the progress made during the early 20's."

Dr. Brooks served as president of State College from 1923 until its consolidation with the University of North Carolina in 1934. Prior to his incumbency as State Superintendent he was head of the Department of Education of Trinity College, now Duke University. At one time, 1904 to 1907, he was Superintendent of the Goldsboro City Schools. He was also head of the Kinston and Monroe schools. He served as secretary of the Educational Campaign Committee composed of Aycock, McIver and Joyner, which had as its purpose the consolidation of small schools, improving schoolhouses and increasing the length of school terms throughout the State.

As State Superintendent Dr. Brooks advocated and was instrumental in securing better salaries for the teachers of the State. Standardization of the certification regulations and a uniform salary schedule were put into operation during his administration. He advocated more consolidation of schools and the provision of transportation of school children at public expense. He urged superintendents to organize their schools in accordance with a countywide plan. He also advocated and secured at the hands of the General Assembly Special Building Funds, which were loaned to the counties for the erection of schoolhouses with five or more rooms.

Vocational education, too, received a forward impetus at the hands of Dr. Brooks. The adding of vocational subjects to the curricula of rural schools, he said, would be "a great factor in helping to remake the rural communities and to make strong centers where citizens may come together in a co-operative way, not only in building the school but in remaking the community."

Dr. Brooks was also instrumental in strengthening the State Department of Public Instruction. In addition to

## State Has 36,000 Disabled Persons

North Carolina has 36,000 disabled persons who are in need of vocational rehabilitation service, so states a new brochure on Vocational Rehabilitation, issued by the Division of Vocational Rehabilitation, Department of Public Instruction.

Of this 36,000, the booklet shows, 49 per cent have orthopedic impairments, 5 per cent defective vision, 6 per cent hearing difficulties, 9 per cent tuberculosis, 10 per cent mental defects, and 21 per cent other forms of physical disabilities.

These disabled persons, the pamphlet further states, present certain social and economic problems, the solution of which depends upon certain specified services provided by the Division of Vocational Rehabilitation. In order to provide these services conveniently and economically, the State has been divided into ten districts, with trained personnel in the following towns: Asheville, Lenoir, Charlotte, Salisbury, Winston-Salem, Greensboro, Durham, Raleigh, Greenville, and Wilmington.

The cost of these services is born by State and Federal governments. Last year 6,852 cases were served at an average cost of \$67.29 for each case receiving service. Of the 2,031 rehabilitated, their cases closed, the average cost was \$227.02 to the State and Federal governments.

A Division of Vocational Education, he was responsible for Divisions of Schoolhouse Planning, Negro Education, Supervision of Instruction, Certification and Finance, Teacher Training and Publications.

Dr. Brooks wrote a number of books, including one on Woodrow Wilson. He founded the North Carolina Journal of Education, forerunner of the present N.C.E.A. official organ. He was chairman of the Committee which studied the needs of county government, and upon the basis of which a permanent county government advisory commission was created. He served both the State and Federal governments on a number of other important boards and commissions.

## U. N. C. Education Dept. Announces New Staff Member

Dr. Dorothy McCuskey has been added to the staff of the University's Department of Education as of September 24. It was recently announced.

At present Dr. McCuskey is supervising the practice teaching of the students on the campus and in the cadet type of program which will be carried on in schools away from the campus. As she develops with the State program, she will carry on work both on the campus and in certain types of field service.

Dr. McCuskey was with the State Department of Public Instruction of Wisconsin as curriculum co-ordinator before coming to the University. Prior to that, from 1943 to 1946, she taught in the Officer's Training School at Smith College.

A graduate of the College of Wooster, Wooster, Ohio, Dr. McCuskey received her M. A. degree from Radcliffe College and her Doctor's degree in the field of Education from Yale in 1936.

## Education Report Shows Trend Toward Extension of Schools to Younger Children

Growing national acceptance of nursery schools and kindergartens as the initial unit of elementary education in our schools is reported in "Schools for Children Under Six," a United States Office of Education, Federal Security Agency, bulletin recently off the press.

The next ten years will show substantial increase in, and improvement of, programs for young children if professional and lay organizations put their announced policies and programs into practice, according to the Office of Education bulletin. Recent popular interest in extension of nursery school and kindergarten programs has arisen largely as a result of federally financed programs to serve the children of needy families and, more recently, to provide for the children of war workers. The increased birthrate, the larger percentage of women workers, and the increased concentration of children in cities are given in the report as factors behind the need for extending programs for younger children.

Copies of "Schools for Children Under Six" (Bulletin 1947, No. 5) may be obtained by purchase for 20 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington, 25, D. C.

## Special School Programs

Schools are swamped with programs in which they are requested to participate on certain designated days or weeks. Following is a list of such programs compiled by the North Carolina Tuberculosis Association:

January 15-31—March of Dimes.  
February 7-13—Boy Scout Week.  
March 1-31—Red Cross Campaign.  
March 30-April 5—Negro Health Week.  
April 14-20—Boys' Club Week.  
April 16-May 3—Boys' and Girls' Week.  
May 1—May Day or Child Health Day.  
May 12—National Hospital Day.  
May 17-24—National First-Aid Week.  
May 23-28—Swim for Health Week.  
October 6-12—Fire Prevention Week.  
October 27-November 2—Girl Scout Week.  
November 10-16—American Education Week.  
November 25-December 2—Christmas Seal Sale.

## Schools May Get Literature at Low Cost

A new publishing program designed to bring fine literature at low cost to the schools of the nation has been announced by Bantam Books and Scholastic Magazines.

According to the plan, titles selected by Scholastic Magazine editors will be offered exclusively to teachers and their students at the low rate of 25 cents per copy.

Selections, it was announced, will be made from two sources. From Bantam books already in print a total of 26 outstanding titles endorsed by high school authorities have been withdrawn from general newstand sale for exclusive distribution to schools. Included in this list are Mark Twain's "Life on the Mississippi," Rudyard Kipling's "Captains Courageous," Sinclair Lewis' "Babbitt" and Booth Tarkington's "Seventeen."

The second source of Scholastic-Bantam will be books recommended for reprint in the 25-cent edition by the editors of Scholastic Magazines and the nation's school teachers.

The first of this group has already been published. It is *Twenty Grand*, a collection of 20 short stories by such famous American authors as Ring Lardner, Stephen Vincent Benet, John Steinbeck, Katherine Ann Porter and William Saroyan. The principal characters in practically all these stories are teen-agers.

## Newbold Advocates Better School Buildings for Negroes

■ Hundreds of Negro schools, mainly elementary, are housed in buildings described in some quarters as "utterly unfit for human habitation, and they are a menace to life and limb." So stated N. C. Newbold, Director of Negro Education of the State Department of Public Instruction, in an address before county and city superintendents at their annual conference held recently at Western Carolina Teachers College.

In his address Dr. Newbold pointed out that "race rations in this State for most of the past twenty-five years have been good to very good. In the first half of this year, however, considerable deterioration began." Newbold attributed these disturbances to the "long delayed failure of the State to equalize public facilities among all the people. The hundreds of wretchedly poor schoolhouses are a constant irritation to both intelligent and illiterate Negroes."

As an illustration of what the State can do, Dr. Newbold pointed out the road program which got underway in this State in 1921, the bonds authorized by four General Assemblies for building schoolhouses, during the 1921-27 period, and the contributions and stimulation of the Rosenwald Fund toward the erection of school buildings for Negroes during 1920-30.

In speaking of possible aid for the erection of school buildings today, Dr. Newbold said, "Our great State is fully able to meet the tasks which now confront us. The only thing necessary is to make up our collective minds to provide adequate school buildings."

"Hundreds of plans, blue-prints, carefully drawn by skilled architects, are on file in offices of superintendents all over the State. Apparently, they are ready for use whenever money and the propitious time makes a function."

## Committee Against War Departments' Expenditures In Support of UMT

Representative Forest A. Harness, Indiana, chairman of the publicity and propaganda subcommittee on Expenditures in the Executive Departments, recently told prominent educators that this group will try to block future expenditure of War Department funds in support of Universal Military Training.

This subcommittee has sent Attorney General Tom C. Clark information on what it deemed unlawful activities of federal officials, especially in the War Department, in propagandizing for legislation on universal training.

## Vitamin C Lacking in Children's Diets

"Old man Vitamin C," maybe "he" is isn't old after all; but whether young or old, it is lacking in the diets of school children in this State, a recent survey made by the Nutrition Division of the State Board of Health shows.

What to do about it—that is what the State Nutrition Committee is concerned about. That committee has its 1947 objective: Increased Production and Use of VITAMIN C for Young and Old in North Carolina. Since the State is capable of producing foods that are good sources of Vitamin C, the question resolves itself merely to that of getting the people of the State to include such foods in their daily diets. This particular vitamin, the State Nutrition Committee advises, must be provided in adequate amounts daily since it cannot be stored up like some of the other vitamins.

North Carolina foods which are good sources of vitamin C are turnip greens, collards, cabbage, kale, tomatoes, strawberries, cantaloupes, sweet potatoes, and white potatoes. Citrus fruits are also excellent sources of Vitamin C.

## North Carolina Flag Contracts Let

Contracts for furnishing North Carolina flags to the public schools were awarded recently by the Division of Purchase and Contract to Annin and Company, 85 Fifth Ave., New York; U. S. Flag and Signal Co., Norfolk, Va.; and The American Flag Co., 73 Mercer St., New York 12.

The first-named company, the certification shows, will furnish cotton, wool or rayon flags at prices ranging from \$2.75 to \$20.00, depending on size and material. Cotton flags only will be furnished by the U. S. Flag Co. These range in price from \$2.00 to \$15.00 in accordance with size. Wool flags only will be furnished by the American Flag Co., ranging in price from \$3.50 to \$30.78, depending on size.

These companies, together with the Southern School Supply Co., of Raleigh, will also furnish United States flags. Superintendents of schools have been furnished with the certification of prices, Number 251.

# STATE SCHOOL FACTS

## State Support of Public Schools

### Historical

The support of public schools in North Carolina has undergone considerable change within the past two decades. The trend has been in the direction of larger contributions by the State; more State control has accompanied the increased aid.

In former years there were two distinct terms: (1) the six months term required by the constitution and (2) the extended term supported largely by local districts. These two terms were financed and administered separately; the same superintendent was employed, but there were frequently separate boards of control.

For the six months' term three separate and distinct budgets were required—each supported by a separate tax rate with a prohibition against the transfer of funds from one budget to another. These were: (1) current expense, (2) capital outlay and (3) debt service. The State, by means of an equalization fund, aided in the costs set forth in the current expense budget, but required the counties to levy a tax sufficient to maintain the schools. This equalization fund increased from less than \$2,000,000 in 1925-26 to more than \$5,000,000 in 1930-31. Aid to the capital outlay program was provided in the form of loans to be repaid over a period of ten to twenty years. There was no State assistance for

General Assembly set up a Statewide eight months' school term to be supported from State funds, without the levy of an ad valorem tax, and appropriated \$16,000,000 annually to take care of the four objects of expenditure assumed by the State. All school districts and all special taxes which had been voted for the extended term were abolished; the tax reduction fund was also discontinued. Permission was granted to all counties (100) and to certain cities, those set up as administrative units, to hold new elections and revoke special taxes to extend the term beyond eight months. The State Board of Equalization became the State School Commission to establish standards of support and to control expenditures.

This principle of State support for a uniform term of 180 days was accepted by succeeding legislatures which gradually increased school appropriations. Counties, cities and districts (later granted permission) acted favorably upon the opportunity to vote special taxes to extend the term so that during 1942-43 there were fifty-three administrative units (2 counties, 51 cities) and eight districts (parts of county systems) which had the benefit of special taxes. Other districts were given the ninth month by donation of interested citizens. By these means the average term had increased to 165.2 days in 1942-43.

### Nine Months' School

Fund ..... \$53,955,724  
Purchase of Buses ..... 2,109,590  
Vocational Education ..... 1,523,763  
Textbooks ..... 820,000

These figures represent an increase of approximately \$18,000,000 over the 1945 appropriation.

The bulk of the State's income for the General Fund comes from three sources: (1) income taxes on corporations and individuals, (2) a 3 per cent general sales tax and (3) fees charged for licenses and franchises and beverage taxes.

The special aids (Vocational Education and Free Textbooks) are paid from the General Fund. Payment for vocational teaching was \$839,159.72 in 1945-46; during the same year the cost of textbooks distributed free to pupils in elementary schools (grades 1-8) was \$434,710.75.

Income from permanent school funds. The only permanent school fund is called the State Literary Fund. From it loans are made at 4 per cent interest to counties for the erection or improvement of school buildings. During 1944-45 there was paid out \$125,500 for this purpose, while in 1945-46 the amount dropped to \$27,700. Repayments are spread over a period of ten years. Assets consist of cash and amounts due from counties on loans; an occasional increment comes from sale of swamp lands. The total value of the fund at June 30, 1946 was approximately \$2,300,000.

The table below gives by sources the amounts and percentages of revenue provided by the State for support of schools. The total here is presented as 100 per cent; see Table I for relationship between State support and all funds available.

TABLE II STATE SCHOOL REVENUE, 1945-1946

Source	Amount	Per Cent
1. earmarked taxes:		
(a) Nine Months School Fund	43,871,169	97.07
(b) Vocational Education*	839,160	1.86
(c) Free textbooks	434,711	.96
2. income:		
(a) Interest	45,721	.10
(b) Land sales	3,922	.01
TOTAL	\$45,194,683	100.00

\*Federal funds (\$625,536.70) are not included.

(See Table III for amount made available to counties.)

### Apportionment of State Aid

State funds for school support are distributed as general or special aids. General aid. The largest of the State's contributions—nine months'

A-11 rating (eleven years of experience with Class A certificate). For teachers holding a master's degree and meeting other requirements, there is a graduate certificate



those units having a term beyond 120 days—was additional. No aid was extended to this budget by the State until the biennium 1929-1931; then there was a tax reduction fund with an annual appropriation of \$1,250,000 to support the schools while relieving real estate in like amount. Even with these two aids (to six months' and extended terms), the State in 1929-30 provided only 16.7 per cent of total school support. By 1931 nearly 90 per cent of the taxable wealth of the State was under a special tax of varying rates to extend the term, but about 28 per cent of the children were enrolled in schools with terms of less than 160 days. Neither tax rates nor school terms were uniform.

#### State Support—Six Months

The 1931 General Assembly gave up the idea of equalization and provided that the State would pay the cost in all schools, on State standards of support, of four of the six objects of expenditure in current expense: general control, instructional service, operation of plant and auxiliary agencies. The equalization fund was changed to the six months' school fund and the amount of this aid was increased to nearly \$12,000,000. The tax reduction fund—to assist the extended term—was continued during the biennium 1931-1933 with an appropriation of slightly more than \$1,000,000 for each year. In 1931-32 the proportion of total school support furnished by the State had grown to 39.8 per cent.

#### State Support—Eight Months

In 1933 North Carolina consolidated the two terms—six months' and extended—and accepted the idea of complete State support of a portion of the educational program. The

appropriated more than \$37,000,000. In 1945 the funds made available were increased to \$45,000,000 while the 1947 legislature broke the record by allowing \$63,000,000 for support of schools.

The table below shows the four main sources of funds for schools with the proportion from each source over a period of years. Current expense, capital outlay and debt service are included.

TABLE I  
SOURCES OF SCHOOL SUPPORT  
(In Percentages)

Years	State Income Including Loans	Phelan-Thorp	Federal	Local Taxes	County, City, Other	Hannan, De-
1929-30	16.7	6	63.4	13.3		
1931-32	39.8	7	52.2	6		
1933-35	55.1	14	23.7	6.8		
1937-38	59.0	2.2	23.1	15.7		
1939-40	60.1	2.3	24.1	13.5		
1941-42	63.0	4.0	20.1	12.9		
1943-44	61.3	5.2	19.4	14.1		
1945-46	60.5	4.5	17.5	17.0		

\* There was \$500,000 for emergency relief. † Considerable aid for building is included.

Sources of State School Revenue  
Earmarked taxes. North Carolina does not earmark taxes collected by the State for support of schools. All State aid with the exception of income from the Literary Fund and four Special Building Funds is in the form of legislative appropriations which are paid from the General Fund.

Legislative Appropriations from the State's General Fund. Total appropriations for school support in 1947-48 were \$63,408,987—distributed as follows:

administrative units (100 counties, 71 cities in 1945-46) upon the basis of need, as shown in budgets submitted to the controller's office of the State Board of Education. The Board consists of thirteen members: ten appointed by the Governor and three elected officials: the Lieutenant-Governor, State Treasurer and State Superintendent of Public Instruction. Fiscal affairs of the board are administered by the controller, education matters are handled by the State Superintendent. To secure these duties, superintendents in local units draw salaries upon the State Treasurer to the extent of their approved budgets.

The State Board of Education has wide discretion in allocating funds to utilize all modern school units with- out exchange but for district lines; where high school instruction may be given and abolish small schools.

Standard salary schedules—with no distinction between races or local townships are instituted for teachers by the State Board of Education for teachers and principals. The amounts vary from year to year, depending upon total funds available. Bases for the teachers' schedule are college training and teaching experience with a maximal salary of \$241 per month in 1947-48 to teachers with

For principals the salary schedule is based upon experience as principal and size of the school supervised. Payment is for ten months. Minimal salary for 1947-48 is \$216 monthly in schools with seven teachers, including principal; the maximum for a principal with master's degree who supervises forty or more teachers and who has P-8 rating (eight years of experience as principal) will be \$456 monthly. Thus the principals' schedule ranges from \$2,160 to \$4,560 annually.

Superintendents have a schedule likewise based upon experience as superintendent and size of unit administered. The range in salaries for 1947-48 is from \$3,582 to \$5,760.

Special aid. Other State distributions are for textbooks, vocational and free textbooks. Vocational money is allotted by the State Board of Education to schools meeting specific requirements. Textbooks are purchased for the texts are distributed to schools for elementary pupils (grades 1-8) without cost to local units.

Loans are made by the State Board of Education to counties from the State Literary (permanent) Fund for the erection or improvement of school buildings.

The table below gives the types of school aid and amounts for each provided by the State during 1945-46:

TABLE III APPORTIONMENT OF STATE AID, 1945-1946

Type of Aid	Name of Fund	Basis of Distribution	Amount
1. General aid	Nine Months School Fund:	Need—approval of Board of Education	\$43,871,169
2. Special aid:			
(a) Vocational	Vocational Education:	Requirements—State Board of Education	\$39,160
(b) Free textbooks	Textbook Fund:	State Board of Education	434,711†
(c) School buildings	State Literary Fund:	Application—approved by Board of Education	27,700†
TOTAL			\$45,172,740

† Distributed in books rather than money. ‡ Loans.

\* Note—The material for this State School Facts was prepared by H. C. West, Statistician, State Department of Public Instruction.

## Teacher Wants to Return To North Carolina

Not all teachers who leave the State find the "other pastures as green" as they first appeared. The following letter, received recently by the State Department, indicates a desire on the part of the writer to return to "home pastures":

North Carolina State Department of Education  
State House  
Raleigh, North Carolina

"11 October, 1947

Will you kindly send me your 1947-48 directory of schools and colleges, public and private, in North Carolina.

I taught for two years in the rural high school, \_\_\_\_\_, North Carolina. I am starting my third year in charge of the library at this growing junior college for girls here. I wish *one* copy of your Educational Directory to place in our library—I wish a second copy for my personal use. I am finding the living problem in this congested area about \_\_\_\_\_ one I do not wish to combat if possible to find Educational work back in the milder climate of North Carolina. As far as my position itself is concerned, the work is pleasant and not strenuous. But I have no community life in this congested urban area. We have no dormitory accommodations on campus for faculty. I have to live a number of miles from the college, go back and forth on school bus. This fall I have been unable to find suitable living conditions at any price. Rates, moreover, are exorbitant, wholly out of proportion of my salary, and desirable rooms few.

I feel I must do something before the northern winter sets in, and the problem of snow and ice and cold is added to unsuitable housing and the food situation—much as I like my work at \_\_\_\_\_ and feel very loyal to the school.

I have had such a wide and varied experience in educational work, North and South, it would seem with scarcity of teachers, a teacher with library experience might find an opening where there would be comfortable housing in a smaller community or in a school providing room and comfortable housing for faculty . . . Some college or private school not crowded to capacity back in North Carolina.

Very truly yours,"

## College Plan for Changes In Teacher Education Requirements

A conference of representatives from the senior colleges of North Carolina was held in Raleigh on April 23 to make plans for the changes in the professional requirements of beginning teachers which become effective as of July 1, 1950, in accordance with a recent action of the State Board of Education. Since the broad program had already been approved, the purpose of this meeting, according to Dr. James E. Hillman, Director of the Division of Professional Service, State Department of Public Instruction, was to discuss more in detail the content of the several courses to be required.

The conference, after hearing a report from each institution represented, voted to hold another meeting in November of this year, at which time it is expected that each institution will have determined what the specific content of the professional courses required should be. The various suggestions and material presented at that meeting will be turned over to subcommittees to make a final draft of what should be included in catalog announcements for 1947-48.

## High Schools Improve Their Guidance Practices

Guidance practices in North Carolina public high schools have improved considerably within the past two years, it is shown by a report on this phase of school work prepared recently by Ella Stephens Barrett, State Supervisor of Occupational Information and Guidance.

According to this report more cumulative record folders were being used in 1946-47 than in 1944-45, 83 per cent of schools as compared with 77 per cent in 1944-45. Larger percentages had files of occupational information and files of training opportunities. More schools were offering courses in occupations. And more follow-up work was being done. Although the figures prepared by Miss Barrett show less individual counseling and placement efforts, she states that a closer check on the meaning of these terms accounts for the decrease, rather than an actual slackening up in these two phases of guidance.

## Educational Committee Holds Meetings

The State committee studying elementary education as a part of a regional study met in the office of the State Department of Public Instruction on November 10. Dr. James E. Hillman, Director of the Division of Professional Service of the Department is chairman of the North Carolina group and Dr. J. B. White of Peabody College is executive secretary for the entire Southern study. The committee, which represents colleges, public schools, P. T. A., the N.C.E.A. and the State Department, discussed all problems affecting elementary education.

## Related Training Program Begins

Written agreement between the State Department of Public Instruction and the Veterans Administration for the organization and conduction of related training courses for veterans employed as on-the-job trainees is announced by George W. Coggin, State Supervisor of Industrial Education, The Division of Vocational Education, Department of trades and industries, who will have supervisory charge of this program.

The program, where organized, will be open both to veterans and non-veterans, but non-veterans must pay a tuition charge, whereas reimbursement for the training of veterans will be made by the Veterans Administration. The instruction will be concerned with that group of veterans and others employed in the various industrial pursuits of the State, such as machine shop, plumbing, and building trades, Mr. Coggin said.

## Teachers Attend Aviation Institutes

Three aviation institutes were held in Winston-Salem, Asheville and Charlotte during the month of October.

These institutes, which were attended by teachers, principals and superintendents, were sponsored by the State Department of Public Instruction in co-operation with the Civil Aeronautics Administration.

Programs at each of these institutes included a preview of weather bureau operations, weather observations, weather bureau analysis, preview of air traffic control, control tower operations, airlines tickets operations, airlines reservations, Link Trainer demonstration, aircraft and engine maintenance, and an airplane ride.

## 1947-48 Directory in Hands of Printers

Copy for the 1947-48 Educational Directory was sent to the printer on October 15, it is announced by L. H. Jobe, Director of Publications, State Department of Public Instruction, who compiles this annual publication of the Department. Based upon past experiences with the printers, however, it will be the first of January before this year's publication will be available for distribution, Mr. Jobe stated. Requests will be received now and orders will be filled promptly upon delivery by the printer.

## "Asia Calling" Gives Oriental Material

Asia Calling, a magazine published monthly, except July and August, by The American-Oriental Friendship Association, Inc., is a source of information for the use of teachers, librarians, parents and pupils in helping them to understand the Orient and its people. The subscription price for a year is \$2.00. The Association, which publishes this magazine is a non-profit organization. Its address is 1128-C Sixteenth St., Santa Monica, California.

## State Museum Offers Services to Schools

The State Museum, located in the capital City of Raleigh, offers a number of services to the schools of North Carolina. It is learned from a recent information circular issued by the Museum Director, Harry T. Davis.

Among these services are the following:

(1) *Exhibits.* Nine large halls are devoted to various phases of the State's natural history and resources. Limited guide service will be provided if requests are made in advance. Extensive collections of birds, reptile and mammal skins, as well as large collection of vertebrate and invertebrate animals preserved in solution are also available for study.

(2) *Information Circulars.* Printed and mimeographed circulars on a variety of subjects are available for free distribution for instructional purposes.

(3) *Publications.* A number of publications may be secured by libraries, either free or at cost, on mammals, birds, reptiles, snakes, trees, etc.

(4) *Lodges.* For loan to responsible school and club personnel, the Museum has 94 2"x2" Kodachrome Slides of Birds of the Eastern United States and six slide film sets 2"x2" for Basic Bird Study.

Write the State Museum for further information.

## Revenue From State Sources For Schools Tends To Increase

Revenue derived from State sources tends to increase, a recent leaflet, Financing Public Education, issued by the U. S. Office of Education, shows.

For the 48 states, the study shows, there has been an increase in state funds from 16.8 per cent in 1920 to 33.0 per cent in 1944. Among the states the range is from 3.0 per cent in Iowa to 87.7 per cent in Delaware.

North Carolina with a percentage of 69.9 per cent state funds ranks third among the states in this respect. New Mexico ranks second with a percentage of 83.3. North Carolina is followed by the following states which derived more than 50 per cent of their public school revenue from state sources: Louisiana 64.6 per cent, South Carolina 63.7 per cent, Alabama 63.1 per cent, Washington 63.0 per cent, Georgia 59.5 per cent, West Virginia 55.7 per cent, and Arkansas 54.4 per cent.

## Virginia Sets Up State Radio Station

The Virginia State Department of Education has bought facilities for a 250-watt radio station to be used—for the present, at least—to teach radio engineering, repair and service at its rehabilitation center near Staunton.

If it is deemed advisable at some later date to set up facilities for broadcasting educational programs the equipment could be used, provided Federal Communication regulations are complied with. The equipment was Government surplus.—U. S. Education News.

## United Nations Study Aids Available

Three publications, *Structure of the United Nations*, *The World Program of UNESCO*, and *What the International Bank Means to You*, are available free from the Department of Public Information, United Nations, Lake Success, N. Y. These and other booklets from this organization are useful as reference material for teachers, students, editors, and librarians.

## 1947 A.S.C.D. Yearbook Available

Readers of the BULLETIN will want to know about a new book in elementary education, *Organizing the Elementary School for Living and Learning*, \$2.25, the 1947 yearbook of the Association for Supervision and Curriculum Development, N.E.A.

This important new book due from the press in November asks such questions as:

What are you doing in your school, in addition to teaching reading, writing and arithmetic, to serve the Welfare of American democracy?

What are you doing to help children understand and accept the purpose of their school?

Do you believe it is just as important for a child to be successful in his social relationships as to learn to read?

Are the children in your school learning the value of socially useful work?

What opportunities is your school giving children to develop social literacy?

What materials are you using which help boys and girls realize we are living in one world?

Is the faculty of your school, in co-operation with parents, carrying on continuous child study by observing and recording behavior of children?

Do you spend any time as a faculty in discussing how your schools can contribute to the quality of living of the people in your community?

What do parents and other citizens of the community do for their school?

Has your faculty considered how the program of your school should be different since the release of atomic energy?

As it asks these questions it gives to teachers, supervisors, principals, and superintendents alike a concept of the role of the elementary school in these times. The book is outstanding in the wealth of illustrations telling the story of how elementary schools are organized to provide learning experiences which serve the child, the community, the world, and the nation.

Readers will find suggestions for adapting the physical environment of the classroom and the school; they will learn how some ten, twelve, and fourteen-year-olds are participating in community projects. Administrators interested in developing more genuine lay-professional planning will find accounts of how it's done in some communities. Teachers and administrators alike will read with interest of learning experiences which contribute to the social literacy of a democratic citizen—be they children or teachers, and of efforts toward developing world understanding with boys and girls.



# E.S.C. Quarterly Has Material On Ceramic Industries

■ "Ceramics, Ancient Products Now Made by Modern Processes, Form Bases of Prospectively Large Industries in North Carolina" is the caption on the current issue of "The E.S.C. Quarterly," published by the Employment Security Commission of North Carolina, which deals with four important North Carolina ceramic industries, making pottery, drainage pipe, hollow building tile and brick.

An important article, one which may prove valuable for students as parallel reading and others doing research work, is "Many Ceramic Minerals Plentiful in North Carolina," prepared by Dr. J. L. Stuckey, T. C. Murdock, State assistant State geologist, and Charles E. Hunter, TVA geologist, Dr. W. W. Krieger, head of the Ceramic Engineering Department of State College, writes on "Ceramic Education and Research at State College," and Newton P. Vest, executive secretary of Brick and Tile Service, Inc., Statesville, contributes two articles, headed "History and Manufacture of Structural Steel Products" and "Brick and Tile Service Aids Builders and Public."

An intensely interesting article, "New Ways for Old Jugs—Art in Jugtown Pottery," is written by Mrs. Juliana Royster Busbee, who, with her late husband, Jacques Busbee, established 30 years ago the now fa-

mous "Jugtown Pottery" in upper Moore County, near the "Old Plank Road" line. Dr. Adelaide L. Fries, Winston-Salem, discussed household pottery making by the early Moravians at Bethabara and Salem.

Three articles were prepared by M. R. Dunnagan, editor. One deals with heavy ceramic products and reveals that four names in five firms through the years still produce probably more than 75 per cent of all brick, hollow tile and drainage pipe in the State.

Another article gives the historical background and present status of art pottery making, also showing that three families, Cole, Owen and Teague, still produce a major percentage of the State's pottery. Still another article calls attention to the vast amount of kaolin and feldspar produced in and shipped from this State and how little of it is manufactured here.

## Teachers Holding Low Grade Certificates Increase

There were over 1,500 more teachers who were paid from State funds holding certificates based on training less than senior college graduation in 1946-47 than in 1942-43, records recently compiled in the Department of Public Instruction show. Last year, these figures show, there were 3,115 white teachers and 355 Negro teachers who held these low grade certificates. In 1942-43 only 1,234 white and 727 Negro teachers had certificates of this class.

The figures further show, when analyzed by race, that the number of white teachers holding low class certificates tends to increase, whereas Negro teachers in a similar group, tend to decrease.

The following figures show these trends for the number and percentage of teachers holding below Class A certificates:

Year	WHITE			NEGRO		
	No.	Per Cent		No.	Per Cent	
1942-43	1,234	7.55	727	10.43		
1943-44	1,929	11.96	514	7.48		
1944-45	2,410	14.87	432	6.27		
1945-46	2,650	16.61	424	6.18		
1946-47	3,115	18.99	355	5.19		

## Board Allots \$7 Per Teacher For School Libraries

An allotment of \$7.00 per teacher has been made by the State Board of Education for school library maintenance for the current year.

According to Miss Eloise Camp, State School Library Adviser, State Department of Public Instruction, this allotment may be used for the following purposes:

- (1) Replacement of library books for pupils.
- (2) Subscriptions to magazines for pupil use.
- (3) Rebinding of library books.
- (4) Library supplies for organizing the book collection.
- (5) Library book mending materials.
- (6) Other consumable library supplies.

## Rotary to Award Overseas Fellowships

To enable outstanding graduate students from Belgium, China, England, France, Mexico, Palestine and the U.S.A. to study abroad during the present school year, 19 Rotary fellowships, with stipends ranging from \$1,800 to \$2,900, have been awarded by Rotary International, worldwide service organization.

These Rotary fellowships have been created as a contribution to enlarging the opportunities of the potential leaders of tomorrow to serve humanity. Worldwide in scope and unlimited in possibilities, the fellowships are unique in that the students—whether they are studying in Czechoslovakia or China, in Switzerland or Argentina, in the U.S.A. or Canada, in Chile or France, in England or Scotland or Syria—will be greatly aided by the Rotarians in those countries. Thus they will have incomparable opportunities to visit in private homes and to learn at first hand something of the economic, political and social life, and in this way to know the peoples of these countries.

Rotary fellowships are the culmination of successful experiments conducted by individual and groups of Rotary Clubs, whereby students from one country have been brought to another country for university study. Recipients of these scholarships have proved to be unusually successful ambassadors of good will, both while they are studying in another country and upon their return home.

## Schools Win Awards At State Fair

Winner of the top \$100 award for the Best Educational Exhibit at the North Carolina State Fair was Greensboro City Schools, B. L. Smith, superintendent. The second award of \$85 went to the Lafayette School, Shelby, of which Wilbur Wilson is principal. Roanoke Rapids City Schools, I. E. Ready, superintendent, was the winner of the third prize of \$70. Fourth place winners of \$60 each were Mooresboro School in Cleveland County, Belhaven School in Beaufort County, the Burlington City Schools, and the Wake County Schools.

## High Schools May Get Dual-Control Cars

Any high school that qualifies may obtain a dual-control driver-training car without cost, it was recently announced by the Chevrolet Motor Company.

In order to qualify there must be a trained instructor to direct the course. Application for a car should be made through the local AAA Motor Club.

## Erwin Announces Textbook Adoptions

Publishers were notified recently by State Superintendent Clyde A. Erwin of basal textbook adoptions in the social studies field to be made by the State Board of Education.

According to Superintendent Erwin's letter, "the State Board of Education has requested the Textbook Commission to prepare, as soon as possible, evaluation reports of basal textbooks in the Social Studies field, as follows:

### *Elementary*

United States History, grade 5.

World History, grade 6.

United States History, grade 7.

### *High School*

Civics and Citizenship, grade 9.

World History, grade 10.

Modern History, grade 10.

United States History, grade 11.

Economics, grade 12.

Sociology, grade 12.

Problems of Democracy, grade 12.

The Commission held its first meeting on October 18. In accordance with law adoptions will be made by the State Board upon the basis of the reports submitted by the Commission. It is expected that the new adoptions in this field will be made in order to be effective for the 1948-49 school term, replacing the books which have been on the adopted list for many years.

## Smith Announces Changes In Home Economics Staff

Changes in the State supervisory staff of the home economics department were recently announced by J. Warren Smith, Director of the Division of Vocational Education, State Department of Public Instruction.

Sarah Benton Jenkins, Assistant State Supervisor for the western part of the State, has been granted a leave of absence for the fall to complete work toward a Masters' degree at the University of North Carolina.

Rose Mary Codell, Assistant State Supervisor for the past five years, resigned her position early in September to marry Lt. William O. Brooks. She and Lt. Brooks have gone to Germany, where he is stationed with the U. S. Army.

Mr. Smith also announced that Mrs. Will Frances Sanders, who has been confined to her home since early August due to an injury, has returned to her job as Assistant State Supervisor in charge of Future Homemakers Clubs.

## Commission Adopts Procedure For Conducting Study

A procedure providing for the study of education authorized by the General Assembly of 1947 was adopted by the Commission appointed to make the study on September 13.

According to the procedure adopted the study will be made by the professional and lay people of the State with the help of such professional consultants as can be secured from other states and agencies. Dr. Edgar L. Morphet of the State Department of Education of Florida, has been secured as the chief consultant. Others who will assist Dr. Morphet and the executive secretary of the Commission, Dr. W. H. Plenummons, are Dr. William S. Taylor, Dean of Education, University of Kentucky; Dr. John E. Brewton, Director Division of Surveys and Field Services, Peabody College; Dr. E. B. Norton, Director Division of School Administration, U. S. Office of Education; and Dr. Thomas G. Pullen, Jr., State Superintendent of Schools for Maryland.

In addition to these consultants about 150 persons from throughout the State will serve on from ten to fifteen study and research committees. These committees, with the help of the consultants, will collect and interpret the data and write the preliminary report.

Among the committees now being considered are those for school plant, personnel, organization and administration, transportation, finance, instruction, curriculum, elementary education, secondary education, vocational education, adult education, special services (attendance, etc.) and special education which is concerned with the education of the handicapped. Others, dealing with additional aspects of public education, will be formed if the conditions warrant.

## Poster Contest Announced By Wildlife Federation At Chicago University

Two hundred and fifty dollars and a trip to St. Louis accompanied by a chaperone is the first prize for the winner of this year's Conservation Poster Contest conducted by the National Wildlife Federation of Washington, D. C., which annually sponsors National Wildlife Restoration Week during the first week of spring.

Other prizes ranging from \$100 to \$25 will be awarded.

The purpose of the contest is to develop a nationwide interest, particularly among young people, in the need for the restoration and conservation of our organic natural resources.

The contest is open to all students anywhere in the United States from the seventh grade through the last year in high school. It will be judged by nationally known people in the fields of conservation and art.

The award will be made at the 12th North American Wildlife Conference in St. Louis, Missouri, on March 9, 1948.

Posters may be submitted in oil, watercolor, black and white or other media, and must be sent to the National Wildlife Federation, Washington 10, D. C. to be received not later than February 1, 1948.

A copy of the rules and regulations regarding the contest and further detailed information may be secured by writing the Servicing Division of the Federation, 20 Spruce Street, Boston, Massachusetts.

## N.E.A. Secretary Opposes Use of Public Funds For Private Schools

One of the most important issues facing education today, says N.E.A. Secretary Willard Givens, is to assure that funds raised by public taxation are used exclusively for the support of public schools. "I oppose the use of public funds for parochial or private schools, because it would weaken if not destroy public education," Dr. Givens told Michigan superintendents at their recent state meeting.

Dr. Givens listed seven ways in which "the basic American principle of the separation of church and state is being undermined." These, according to Dr. Givens, include: (1) the transportation of children in public buses to parochial schools; (2) furnishing of textbooks at public expense to parochial school children; (3) extending of public health services to children in attendance at parochial schools; (4) furnishing of school lunches, paid for in part or in full out of public funds, to children in parochial schools; (5) supplying of surplus buildings and equipment, paid for out of public funds, to non-public institutions; (6) permitting teachers in religious garb to teach in the public schools and carry on what is in fact a parochial education at public expense; (7) placing the entire cost of some parochial schools upon public taxpayers, such as was attempted recently in North College Hill, Ohio.

## Reid Advises Supts. As to Responsibility for Disposal Of Old Bus Equipment

The law places upon the Division of Purchase and Contract the responsibility for disposing of worn-out and obsolete transportation equipment and junk, Paul A. Reid, Controller of the State Board of Education, recently advised county and city superintendents of schools.

"For several years," Reid wrote, "the Division of Purchase and Contract has requested that our Division of Transportation take the responsibility for disposing of such equipment, on the ground that we had the necessary personnel and the Division of Purchase and Contract did not have adequate personnel and facilities. Now, the Division of Purchase and Contract has a Surplus Property Department with the necessary personnel and facilities for the disposal of worn-out and obsolete materials and equipment, and the Division has requested that they now assume the responsibility which the law places upon them.

"Within the near future the Division of Purchase and Contract expects to prepare and release the necessary rules and regulations for the disposal of transportation equipment. Our Transportation Division will furnish you with this information just as soon as it becomes available."

## Traveling Art Exhibit is Available to Schools

A selected traveling art exhibit from the annual School Art Exhibition, held last April at Chapel Hill is available this year to the schools. It is announced by Miss Julia Wetherington of the State Department of Public Instruction.

According to Miss Wetherington the School Art Exhibit this year was better in every way than the one held the year before—more units were represented, 21; more schools sent exhibits, 49; and there was more work in construction and design. A total of 361 art pieces were submitted—259 pictures, 61 construction pieces, and 41 designs.

Schools represented were the following: Albemarle, Burlington, Chapel Hill, Conway, Cramerton, Gaston, Bessemer, Jamestown, Gibsonville, Pleasant Garden, Durham, High Point, Jackson, Madison, North Wilkesboro, Raleigh, Rich Square, Severyn, Salisbury, Seaboard, White Cross, Whiteville, Greensboro and Woodland.

## Results Too Good

Miss Catherine Dennis, State Supervisor of Home Economics Education, seems to think that some of the teachers of homemaking are doing their work too well. In one school, which she visited the other day, she reports that a boy in the ninth grade who was tardy one morning was asked by his teacher the reason. "My wife had a terrible headache this morning," he reported.

In another school one of the students announced the birth of a daughter, and it is not uncommon in this county to find several "young married women" as students, Miss Dennis reports.

## Board to Adopt Dictionaries And Supplementary Music Texts

An adoption of dictionaries and supplementary texts for group singing suitable for classroom use in both the elementary and high schools of the State by the State Board of Education was recently announced by Clyde A. Erwin, State Superintendent of Public Instruction.

A committee composed of members of the staff of the State Department of Public Instruction with Dr. J. Henry Highsmith, Director of the Division of Instructional Service, as chairman, will examine the books and submit a report to Superintendent Erwin, as secretary of the Board, on books recommended for adoption.

## Schools Observe Fire Prevention Week

Fire Prevention Week, October 5-11, was observed generally throughout the schools of the State better this year than any year heretofore. It is stated by Sherwood Brockwell, State Fire Marshall, with the Insurance Department.

To assist in the celebration both the State Department of Public Instruction and the State Insurance Department sent out pamphlets and letters, calling on the schools to observe the week by fire drills and other appropriate exercises. At 11 o'clock Thursday, October 9, a Statewide Fire Drill was held. Governor R. Gregg Cherry issued a proclamation in which he invited all citizens of the State, individually and by groups, to co-operate fully in the observance of Fire Prevention Week and to assist in arousing the public to the growing threat of fires.

## Miss Dennis Attends Workshop

Miss Catherine T. Dennis, State Supervisor of Home Economics Education, attended a two weeks workshop at the University of Tennessee early in the fall. She was accompanied by Miss Mabel Lacy, Itinerant Teacher Trainer for the eastern counties of the State.

According to Miss Dennis the purpose of the workshop was to study the research material which had been secured from a sampling of home economics teachers in North Carolina on what factors affect the supply of home economics teachers. The replies which were secured from North Carolina, she stated, will be the basis of further study; and the analyses of the data should point up implications as to why the teacher remains in the profession or leaves it and the factors which make for satisfaction on the job.

## Miss Wetherington Appointed To Elementary Council

Miss Julia Wetherington, Associate in the Division of Instructional Service, has been appointed as one of three representatives from North Carolina on the Southern Council on Elementary Education. The other two members are John T. Howell, Director of Training School, Appalachian State Teachers College, Boone, and Miss Ella Cherry Moore, teacher in the Battleboro Schools, Edgecombe County. The appointments were made jointly by Miss Ethel Perkins, Secretary-Treasurer of the North Carolina Education Association, and Clyde A. Erwin, State Superintendent of Public Instruction.

According to R. Lee Thomas, Director of the Division of Elementary Schools of the Tennessee Department of Education, chairman of the Southern organization, the objectives of the Council are:

"(1) To co-operate in every possible way with the Southern Association's Co-operative Study of Elementary Education.

"(2) To provide an opportunity for the exchange of ideas.

"(3) To encourage state committees to carry forward the program developed by the Southern States Work-Conference Project on Elementary Education.

Other states having representatives on the Council are: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.



# THE ATTORNEY GENERAL RULES

## Executive Sessions May Be Held

I acknowledge receipt of your letter in which you inquire as to whether or not it is legal for a county board of education or a local school board to hold closed meetings in consideration of public business.

While there are some statutes which prohibit certain boards and commissions from holding closed sessions, for instance, the board of county commissioners, I do not find any statute which prohibits a county board of education or local school board from holding executive sessions. In view of the fact that the State and county school boards are given wide authority as to the rules of procedure which it may adopt, I am of the opinion that it is possible for either the State Board, the county board, or a local school committee to hold executive sessions, unless the State board or the county board has adopted regulations to the contrary.

I thoroughly agree that executive sessions should not be resorted to except in unusual cases, as these boards deal with public questions in which the general public is vitally interested and should be permitted to attend all sessions, except in rare cases.—August 16, 1947.

## Literary Fund Must Be Used For Objects Specified On Application

I acknowledge receipt of your letter of September 17 in which you enclosed a letter from Superintendent ——— and a copy of the letter from the Division of Auditing and Accounting of the State Board of Education.

If I correctly understand the situation, it is this: The County Board of Education obtained a loan from the State Literary Fund for building purposes and in the application for said loan the buildings to be repaired or constructed were specified. The letter from the Division of Auditing and Accounting of the State Board of Education directed the funds to be "used for building purposes only at the specific schools mentioned, and for the purposes set out in the application." I understand that the County Board of Education now desires to use a portion of said funds for erecting a type of building not mentioned in the application.

You state that it is your opinion that this money cannot be so used,

## Capital Outlay May Not Be Used for Repairing Buildings

I acknowledge receipt of your letter of September 12 enclosing a letter from Superintendent ——— of the ——— County Schools in which he states that several of the school buildings of the county are in such poor state of repair that it is desirable to use Capital Outlay Funds for repairing said buildings.

He inquires whether or not Capital Outlay Funds may be used for the desired purpose.

Capital Outlay Funds for school purposes are allocated by the County Board of Commissioners to the County Board of Education, and Section 115-157 Paragraph B requires that Capital Outlay Funds be used for the purchase of sites, the erection of school buildings, including dormitories and teachers' homes, improvement of new school grounds, alteration and additions to buildings, installation of heating, lighting and plumbing, purchase of furniture, including instructional apparatus for new buildings . . . In the same section Paragraph A (4) provides that upkeep of grounds, repair of buildings, repair and replacement of heating, lighting, and plumbing equipment . . . and other necessary expenses of maintenance be paid out of current expense funds.

It therefore appears that Capital Outlay Funds may not be used for general repair of existing school buildings. But the funds for both Capital Outlay and current expenses are provided by the County Board of Commissioners and it seems to me that if the current expense funds have been exhausted and a surplus remains in the Capital Outlay Account that the County Board of Commissioners could by proper resolution on application of the Board of Education transfer the desired amount of the Capital Outlay funds to the current expense fund for the purpose of repairing existing school buildings.—September 22, 1947.

and I am thoroughly in accord with your opinion. Certainly these funds could not be used for purposes other than those mentioned in the application and approved by the State Board unless the State Board should authorize such use of the funds.—September 22, 1947.

## Children Required to Attend School in District of Residence

I have your letter of September 26 and note that in your County you have a problem in requiring children to attend the schools of the district in which they reside, in connection with the schools at A and B Districts.

You state that the parents of the children are supporting them in demanding that the bus driver take the twelve or fifteen pupils who should attend the A school on the bus which transports the high school students from the A District to the B District, these children and their parents insisting that they attend school in the B School District.

The last Legislature amended the School Machinery Act to provide that all children must attend the school in the district in which they reside unless assigned to some other district, with the approval of the State Board of Education.

Under this statute, it is mandatory that the children attend the schools of the district in which they reside and the school authorities would be fully justified in not only refusing to transport them on the bus but in admitting them to a school other than the school of the district in which they reside, unless the transfer has been authorized and approved by the State Board of Education.

As the school authorities have the power within their own hands to enforce the provisions of this law, it would seem to me to be unnecessary to resort to the courts to secure an injunction, unless some breach of the peace is threatened or imminent. Would it not be sufficient for you to advise the school authorities as to the law and have them insist on compliance with the statute? If this cannot be accomplished without a breach of the peace or some serious trouble, I assume you would be justified in going into court and asking for an injunction against the parents of the children who are insisting on sending them to some other school.—September 29, 1947.

## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, Nov. 1942)

T. Carl Brown, State Supervisor of Distributive Education of the Division of Vocational Education since August 5, 1939, was granted a leave of absence for the duration of the war on September 15 in order to join the army.

East Spencer in the Rowan County Administrative Unit and Cliffside in Rutherford County have added the ninth month to the school term.

North Cove High School, located in McDowell County, is doing some outstanding work in clubs and other extra-curricula activities.

Because of the urgent need, North Carolina high schools are being called upon to build additional model planes for the army and navy.

All Davie County teachers are preparing themselves for better guidance service by studying the topic in an organized way.

### 10 Years Ago

(N. C. Public School Bulletin, Nov. 1937)

The City of Morganton is conducting a campaign to raise \$2,000 for the support of a high school band.

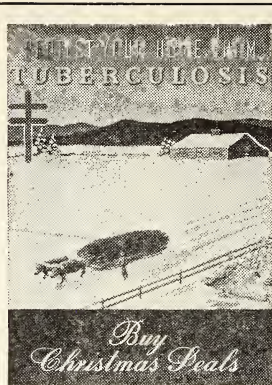
Dr. George Howard, recently with the University of North Carolina and formerly a member of this Department as Director of School Organization, has been appointed assistant to the superintendent of the Canal Zone schools, Balboa Heights, Canal Zone.

Eighteen WPA Nursery Schools are now in operation in North Carolina in connection with the adult and preschool education program.

Dr. W. C. Jackson, administrative dean of the Woman's College of the University of N. C., and president of the N. C. Education Association, has stressed five major objectives for the year.

A group of school men, upon the invitation of Dean R. B. House of the University of North Carolina, met at Chapel Hill on October 23 to consider the present status of high school athletics, and to attempt to reach solutions of the problems which face athletics.

The "Study of Local School Units in North Carolina" is the title of a booklet recently issued by the State Department of Public Instruction and sent out to the school superintendents.



### Your Christmas Seal Dollar

Income from the annual sale of Christmas Seals is used for support of the National, State, and local tuberculosis associations, it is stated by Walter G. James, Field Secretary, North Carolina Tuberculosis Association, Raleigh. According to Mr. James, these associations work in close co-operation with the public health offices, private physicians, and many other agencies in controlling tuberculosis.

Seventy-five cents of every dollar collected remains in the local community, or eighty cents if a paid executive secretary is employed; twenty-cents is sent to the North Carolina Tuberculosis Association to finance the State program; and five cents is forwarded to the National Tuberculosis Association to promote the nationwide program.

The main purpose of these associations is to educate the people by giving them a general knowledge of the facts concerning the disease, showing them that it is preventable and curable, and affording them the opportunity to have case-finding and other services.

### Administrators Pick Atlantic City For 1948 Meeting

The American Association of School Administrators will return in 1948 to Atlantic City, N. J., from February 21 to 26 for its annual convention, it was announced recently.

## MAKING TODAY'S NEWS

Gastonia. The department of distributive education in Gastonia High School, of which Miss Helen Ratchford is co-ordinator, is a vital program in the school system.—The Gazette.

Winston-Salem school officials and the Winston-Salem Automobile Club today (Sept. 29) jointly announced that high school students of the city will have an opportunity to learn to drive an automobile in the most correct and safest way through driver training courses to be included in the 1947-48 curriculum.—The Sentinel.

New Bern. Thirteen white and six colored teachers of the New Bern city schools were in attendance Tuesday at what is the first teachers' instruction course in junior accident prevention in North Carolina under the sponsorship of the Red Cross.—The Sun-Journal.

Forsyth. An outside audit of school activity funds of the 28 Forsyth County schools in operation during the 1946 school year disclosed today (October 3) that county school principals and teachers were noticeably successful in keeping the funds operating in the black.—The Sentinel.

Guilford. Because the State Department of Education is not conducting a standardized testing program this year in the county, principals of rural Guilford County schools yesterday (October 1) set up a schedule of testing for the county to be established in all schools outside of the Greensboro and High Point municipal systems.—The News.

Catawba. Around thirty-five second and third grade teachers from the Catawba County school system met here Tuesday afternoon (Oct. 7) to discuss the holding of a reading clinic for intensive study of the most urgent problems and needs of the two grades.—News-Enterprise.

Wake Superintendent of Schools Randolph Benton stated yesterday (Oct. 7) that the education department's maintenance men are "moving along fine" in correcting school deficiencies reported by the Grand Jury on September 31.—Raleigh News and Observer.

## Industrial Arts Awards Are Announced

Scholastic National Industrial Arts Awards announces its second year contests with added classifications, more sponsors, and arrangements for an enlarged exhibit now under way.

The Industrial Arts Awards program is the newest of the Scholastic Awards, which have been conducted by Scholastic Magazines for more than 20 years, according to Dr. John R. Ludington, Head of the Industrial Arts Department, North Carolina State College and a member of the National Advisory Committee. It has the approval of the national contest committee of the National Association of Secondary-School Principals.

The first Industrial Arts Awards program culminated in a Fair held in the Chicago Museum of Science and Industry, which was viewed by approximately 500,000 people. Nearly 1,000 pieces of student work, coming from 104 cities from coast to coast, were exhibited.

"We expect entries from every state in the nation this year. With the added support and recognition which the excellence of the first Fair assured us, the program this year will focus attention more forcibly upon the importance and value of industrial arts education," according to George H. Fern, National Director of the program.

Both cash and merchandise prizes are being awarded, and Scholastic Magazines presents a Certificate of Merit to all students who win either prizes or honorable mentions.

For a free copy of the Rules Booklet write to Dr. John R. Ludington, Industrial Arts Department, North Carolina State College, Raleigh, N. C.

## In This Issue

Page

Economic Well-being is Due to Educational Level, Hobbs Says.....	1
A Good Principal—A Good School 3	
High School Graduates Treble.....	14
The Attorney General Rules.....	15
Mandate for Peacemongering.....	16

## Economic Well-being is Due to Educational Level, Hobbs Says

■ "The economic well-being of North Carolina today is highly correlated with the level of education of her people and this will likely be so 50 years from now," stated Dr. S. H. Hobbs, Jr., Professor of Rural Sociology of the University of North Carolina, in a talk at a recent meeting of the North Carolina Conference for Social Service, held at Asheville, N. C. This talk was reprinted in full in the April 9, 1947, edition of the University of North Carolina News Letter, of which Dr. Hobbs is editor.

"Our income is below the national average," Dr. Hobbs said, "mainly because our education is below the national average.

The 1940 census showed that the people above twenty-five years of age in only four states had received less schooling than in North Carolina. We are said today to rank around thirty-eighth in public education.

"On April 9, President James B. Conant of Harvard University stated that North Carolina's expenditure on public education was \$68.00 per child for the year 1945, while the national average was \$127.00 per child. The economic well-being of the children now in school will be determined by the quality of education which they are receiving. The main cost of public education is the teachers' salary and it would be superfluous to comment on this subject in view of what has been said during the last few months.

"I believe that North Carolina is wealthy enough to support her own school system but if she does not feel that she is wealthy enough, then we should go all out for federal assistance, for nothing is as certain as that education, income, and wealth and well-being are highly correlated.

"A recent study shows that the State with the highest rank in education has the highest per capita income, while the State that ranks lowest in the education of its people ranks next to the last in per capita income. The ten highest states in education have exactly twice as much income per capita as the ten lowest states, all of which comprise a solid block of South-eastern States.

"The educational status of the people is a perfect catalogue of standards of living, consumptive habits, buying power and earning capacity. The best way to develop markets for new products is to promote the education of the population, the best way to raise the income of a people is to educate those

## Sequence for Use of Reading Texts Suggested

The sequence in which the State adopted basal reading texts for grades 1-3 should be used has been suggested by the Division of Instructional Service, State Department of Public Instruction.

For grade I the sequence suggested is as follows: (1) *Our Picture Book* (Winston), (2) *Our Story Book* (Winston), (3) *At Play and Mac and Muff* (Winston), (4) *We Come and Go and Fun with Dick and Jane* (Scott), (5) *I Know A Secret* (Winston), and (6) *Our New Friends* (Scott).

For grade II, the Division recommends that *Along The Way* (Winston) be used first, followed by *Friends and Neighbors* and *More Friends and Neighbors* (Scott).

In grade III the Winston book, *Far Away Ports* should be used first, followed by *Streets and Roads* and *More Streets and Roads* (Scott).

In the use of supplementary readers the Division recommends the use of the Winston Easy Growth in Reading Series immediately following the Level One basal books. The use of *Mac and Muff* should be followed by *The Twins*, *Tom and Don*, and *Going to School*. *At Play* should be followed by *Fun in Story* and *I Know a Secret* by *Good Stories*.

In grade II *Along The Way* should be followed by *The Story Road*, and in grade III *Far Away Ports* by *Enchanting Stones*.

who will in time have earning capacity. Education and economic well-being are about as positively correlated as any two matters can be.

"We have not yet made up our minds in North Carolina that we want education badly enough to pay for it."



# NORTH CAROLINA PUBLIC SCHOOL BULLETIN



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CLYDE A. ERWIN, *State Superintendent of Public Instruction*  
L. H. JOBE, *Director, Division of Publications, Editor*



DECEMBER  
1947

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All material herein is released to the press upon receipt.

## Superintendent Erwin Says: . . .

The need for food, especially in Europe, is desperate. Time is short. If we are to help save people and world peace, now is the time to act. Food is the only weapon that can defeat hunger.

Why do we have to send so much food to Europe and why don't they raise their own supply are questions frequently heard by those who disagree. The answers are numerous. The severe cold which swept Europe last winter froze the greater part of the winter wheat and a long wet spring caused poor yields of all crops—vegetables, grain and feed for animals. Lack of feed is forcing the slaughter of livestock at a greatly increased rate, with the result that there will be less milk, less butter, and eventually less meat. Machinery, tools and farm equipment have greatly deteriorated over the long period of the war. All fields have not yet been cleared of land mines which were so generously sown by the Germans; and thousands of people have migrated from Eastern Europe to Western Europe, thus adding more mouths to be fed.

Since grain is the lowest food in cost, the easiest to ship, and the easiest to distribute, we are asked to substitute other foods for cereals in order that more bushels of grain can go to hungry mouths abroad. Farmers and poultrymen have been asked to cull their herds and flocks so the poor producers are eliminated. This will give them more cash money, save considerable money in the cost of grain, improve the quality of the herd, and put the farmer squarely behind the food conservation plan in a practical, patriotic way.

It is estimated that a rat costs \$22.00 per year to feed. A campaign to kill rats will be undertaken in many areas of the State. In addition to saving grain and money, we will likewise do much to prevent diseases which are carried by rodents.

Town people and school children can help with the Save Wheat—Save Meat—Save the Peace Program by eating alternate foods for grain, eggs and meat, clean their plates to prevent waste, use the foods that are plentiful in local markets, and at meals take no more than they can eat. I hope every school child will actively support this program.

Our making grain available to the people of Western Europe is merely "HELPING THEM TO HELP THEMSELVES." We hope that by next year improved world grain conditions and the progress made in the rehabilitation of Europe will make emergency food drives here unnecessary.

## A GOOD PRINCIPAL—A GOOD SCHOOL

ELSEWHERE in this BULLETIN is a brief note about the Valley Springs School, near Skyland in Buncombe County, which is one among a number of good schools in the State. In this article nothing was said about the principal other than to give his name—Ed Warrick.

Ed Warrick has been principal of the Valley Springs School for twelve years. He was principal of the Candler School, in the same county, for eleven years. During his entire period of 28 years service in the schools of North Carolina he has never missed a day. That in itself is a record. But that is not the significant thing about Ed Warrick's school record. What is significant is that during the years in which he has been principal at Valley Springs, a good school has been built. According to Mr. Ayers, who wrote the article for *The Enka Voice*, "Under his (Warrick's) efficient supervision, the school has become noted for its well-disciplined and courteous students and the excellent degree of school and community spirit that is maintained. Mr. Warrick is also an outstanding leader of civic and religious endeavor in his community."

Now the BULLETIN is certain that Mr. Warrick would be the last to claim that Valley Springs is a perfect school, or that he is solely responsible for the good school which he heads. (We bet he has or is making plans for improving the school in other ways.) But what we wish to note here is that a good principal is essential for the operation of a good school. Too, in order to be a good principal and to operate a good school, the principal must have a larger tenure than one or two years.

The BULLETIN wishes, therefore, to congratulate Ed Warrick on the operation of a good school at Valley Springs, and all other good principals who head the schools of this State.

## TESTS FOR SENIORS

WE BELIEVE that all high school seniors should be given tests of a kind that will indicate their aptitude for the general field, profession, or type of work that they expect to enter. There are tests now available that will do this. These tests should be given not later than January in order that when the decision as to college preference or other training beyond high school is being decided, wrong selections may be reduced. We have in mind a boy who has no aptitude for engineering, yet decided he wants to take engineering, enrolls at State College, and then to his sorrow learns that he has no aptitude or ability to take the courses required for the satisfactory completion of an engineering course. That student has therefore lost a year, because he did not learn in time what could have been reasonably ascertained in high school. Counseling is needed very much in our high schools. Seniors, by all means, should have the benefit of counseling service.

## SOVIET RUSSIA

IN THE opinion of the BULLETIN, there should be more—not less—information about Russia and her policies in the classrooms. It is the primary function of the schools to enlighten; and unless this is done, there is a still greater danger that communism or any subversive activities will flourish among the schools. This does not mean that he who teaches what communism is, favors it. All that is necessary is that the facts as gathered from reliable sources be presented. These facts about Russia should be taught in a completely impartial manner, just as the facts about any other country are taught. Russia should not be treated as an enemy country, unless we expect to fight World War III.

A presentation of the truth in regard to Soviet Russia and her form of government will do more than anything else to dispel any attitude of war or any conversion of this nation to communism. The freedom of learning demands that schools teach the meaning of communism as a part of its social studies program.

## PUPIL COSTS

NORTH CAROLINA spent from all sources in 1943-44 an average of \$65.16 per pupil in average daily attendance. Among the states and the District of Columbia, North Carolina ranked 43rd in this respect.

In 1933-34 this State spent \$24.18 per pupil in average daily attendance, ranking 47th then. Only Mississippi and Arkansas ranked below us.

Thus it is seen (see table elsewhere in this BULLETIN) that North Carolina has increased her per pupil expenditures for current operation of the public schools within the ten-year period more rapidly than thirteen states—Nevada, Delaware, New Hampshire, Missouri, Maine, Virginia, Kentucky, Tennessee, South Carolina, Georgia, Alabama, Arkansas and Mississippi. The first seven of these states spent more per pupil for the support of public education than North Carolina. The average increase for the Nation as a whole was \$48.13, whereas North Carolina's increase was \$40.98.

True, these figures are old and this State has made tremendous progress since 1943-44. Other states have made progress also. Then, too, it is doubtful that our progress in pupil expenditures has yet reached the average for the nation. More money yet must be put into the public schools, if we are to provide a satisfactory program of educational opportunity for our boys and girls. We must pay teachers more, yes, but we must also have better teachers; and we must do something to encourage more young men and women with personality, ability and skill to enter the teaching profession.

# State Board Authorizes Information Regarding Substitute Teachers to Be Kept on Approved Form

■ In accordance with a new section added to the "Rules Governing Substitute Teachers" by the State Board of Education at a meeting held October 2, information regarding substitute teachers "shall be kept on forms prepared or approved by the Controller."

These rules as adopted by the Board on November 10, 1943, and amended September 28, 1944 and October 2, 1947 are as follows:

**Section 1. Approval of Substitute Teachers:** All substitute teachers shall be approved in accordance with regulations of the county board of education or city board of trustees.

**Section 2. Salary of Substitute Teachers:** The maximum salary of a substitute teacher shall be five dollars per day,\* provided the pay of a substitute teacher shall not exceed the regular salary of the regular teacher.

**Section 3. Absence with Pay.** Regular teachers shall be allowed to receive pay during absence in accordance with the provisions of this section:

(A) *Causes Authorizing Pay During Absence:* A regular teacher who is absent on account of (1) personal illness, or (2) illness of some member of the teacher's immediate family which may require the personal attention of the teacher, or (3) death of a near relative, or (4) for the purpose of attendance upon a professional meeting, or (5) such like emergency as may be considered by the superintendent under whom such teacher is serving as sufficient to justify absence, may receive pay during absence, provided the period of such absence shall not exceed the time specified in Paragraph (B) below.

(B) *Time During Which Pay May Be Allowed:* Pay may be allowed as herein provided as a matter of course by the superintendent under whom a teacher is serving for a period not exceeding twenty teaching days, and such twenty-day period may be extended for such additional time, each extension not to be in excess of twenty school days, as the county board of education or the board of trustees of the city administrative unit may approve. The general regulations of the county or city board shall govern as to the extension of time in the event that the twenty-day period ends between meetings of respective boards or where an extension has not been approved or disapproved at a prior board meeting.

(C) *Salary Payments Allowed:* In case of absence of a regular teacher for causes mentioned in (A) of this section, pay shall be allowed as follows:

1. Where a substitute teacher is provided and employed, the regular teacher would be entitled to receive full salary and bonus for all days absent; and, out of the payment so received, such regular teacher is re-

quired to pay the substitute the salary to which the substitute may be entitled under Section 2 hereof.

2. In case no substitute is provided for the regular teacher, then the amount which would have been paid to the substitute shall be deducted from the regular salary of the regular teacher.

**Section 4. Absence Without Pay:** Where a regular teacher is absent for any cause other than those enumerated in Subsection (A) of Section 3, such teacher shall be entitled to receive salary and bonus only for the actual number of days taught. Under this section, and in the event that a substitute teacher is provided and actually teaches, then the salary check issued to the regular teacher shall include the amount of the salary earned by the substitute teacher (calculated in accordance with Section 2), and the regular teacher will be required to pay to the substitute the amount so included in the regular teacher's pay check.

**Section 5. Interim Teachers:** In case a teaching position is vacated during any current school month by the regular teacher, such teacher shall be, entitled immediately to receive a pay check covering the regular salary and bonus for the actual days taught during the current month. In such case, if a new regular teacher is not immediately available and employed to fill such teaching position and an interim teacher is employed who serves not exceeding ten days prior to the employment of a regular teacher to fill such vacancy, then the first check issued to such new regular teacher shall cover such new teacher's regular salary and bonus, to which shall be added the amount earned by the interim teacher for the actual days taught and calculated in accordance with the pay of a substitute teacher as fixed in Section 2 hereof, and the regular teacher shall pay the interim teacher the amount included in such pay check. In the event, however, that such interim teacher shall teach more than ten days then such interim teacher shall be paid directly the regular salary and bonus for the entire time taught on the basis of the interim teacher's own rating established through the operating budget.

**Section 6. Leave of Absence:** A regular teacher may be granted leave of absence without pay for such period as may be granted in the discretion of the superintendent, and in accordance

## School Lunch Program Announces Staff Additions

Two additional lunchroom supervisors have been added to the School Lunch Program, it is announced by Mrs. Anne Maley, State Supervisor of the School Lunch Program, which is a part of the State Department of Public Instruction, Division of Vocational Education. These two persons are Mrs. Mary Lewis Smith of Farmville and Mrs. Lewis T. Baker of Marion. Both of these persons, Mrs. Maley announces, are attached to the Raleigh office as Assistant State Supervisors.

Mrs. Smith, whose employment became effective on September 1, is a graduate of Woman's College, class of 1941, with the B.S. degree in Home Economics Education. Upon graduation she taught in the Stedman School, Cumberland County, for two years. Mrs. Smith was awarded the Masters' Degree in Public Health at the University, Chapel Hill, in 1945, and has had experience as a Health Educator in a number of counties of the State before coming with the Lunch Program.

Mrs. Baker, who came with the Program in October, received the B.S. degree of Home Economics in 1945 from Woman's College. She was dietitian and manager of the Bessemer School cafeteria, Greensboro, and teacher of home economics in the Pleasant Gardens High School, Marion, before joining the State staff.

Mrs. Maley also announced the appointment of Mrs. Margaret Hollingsworth as secretary in the State office. Mrs. Hollingsworth replaces Mrs. Pansy Cates, who resigned several months ago.

with any rules or regulations that may be adopted by the governing board of the administrative unit, and such leave of absence may be extended, in accordance with such rules and regulations, provided such leave or extension of leave shall not be for a longer period than the current school year. In case of leave of absence granted a regular teacher, the name of the new regular teacher in such case shall be listed on the operating budget, and the salary check for the regular salary and bonus for such teaching position shall be issued to the new regular teacher in accordance with such teacher's certificate rating.

**Section 7.** Information shall be kept on forms prepared or approved by the Controller.

\*Five dollars per day, effective January 23, 1947.



## Department Issues "Book Displays"

"Book Displays, January to December" is the title of publication No. 261, latest to be issued by the Department of Public Instruction.

According to its Preface, "The purpose of this pamphlet is to suggest simple effective book displays which can be prepared with a minimum of time and materials by the teacher or librarian who has little aptitude in poster reproduction."

Headings for the three chapters are:

I. Calendar of Special Days and Events;

II. Variety in Types and Subjects of Displays;

III. Methods and Materials for Displays.

Two appendices, Display Materials and References on Library Displays and Publicity, are also included. Included also are 29 line-drawn illustrations.

The publication was prepared by Mary Peacock Douglas, formerly State School Library Adviser, and Betty Gosnold Jeffrey, formerly librarian of the Needham Broughton High School, Raleigh.

Copies have been sent to the public school libraries of the State. Additional copies are available from the Division of Publications, State Department of Public Instruction, Raleigh, at 25 cents each up to 100 copies, 20 cents each for 100 or more copies.

## McDonald Predicts Teacher Shortage Next Year

The shortage of elementary school teachers will be more serious next year than in 1947, Dr. Ralph McDonald, former N.C.E.A. president and now secretary of the higher education division of the National Education Association, told local unit leaders of the N.C.E.A. at Salisbury recently.

"America's neglect of education is the foremost factor of our day," Dr. McDonald declared to the more than 250 teachers in the opening of a three-day Statewide meeting at Catawba College.

He warned that the teaching profession must be made attractive enough to draw more qualified talent from present college generations, if the United States is to have any hope of developing the educational standards essential to solving the nation's problems of maintaining peace, health, prosperity, and social stability.

## Educational Crisis Not Over, Says Commissioner Studebaker

■ Although measures taken during the past year to improve conditions have arrested "the ominous deterioration of our educational system," it is "premature to regard the educational crisis as a thing of the past," U. S. Commissioner of Education John W. Studebaker stated to members of the Citizens Federal Committee on Education meeting recently. The Citizens Federal Committee, an ad-

visory group to the U. S. Office of Education, met to receive and approve a report on progress in improving school conditions prepared by its Subcommittee on the Teacher in America.

"Although teacher salaries over the Nation have been raised an average of 13 per cent over last year, the report shows the increase has been canceled by the sharp rise in the cost of living," Commissioner Studebaker said. "Action during the past year to improve teachers' living and working conditions, liberalize retirement allowances, provide tenure and make more adequate provision for sick leave is most heartening as an indication of awakening public interest," Commissioner Studebaker said; "but none of these trends has carried far enough to permit us to feel complacent about conditions in our schools. The teacher shortage, although temporarily eased, is still a severe problem in elementary schools, rural schools and in some subject matter fields in city secondary schools," Dr. Studebaker added.

Pointing out that there are still 100,000 teachers in the schools who do not meet professional certification requirements, the report concluded with four action recommendations for the American citizen. They are:

(1) Check up on educational conditions in your community.

(2) Work with civic organizations seeking to improve school conditions.

(3) Get to know your children's teachers.

(4) Encourage able young people in your community to consider teaching as a career.

## Carnegie Foundation Makes Dr. Graham Vice-Chairman

Dr. Frank P. Graham, president of the University of North Carolina, was elected as vice chairman of the board of trustees of The Carnegie Foundation for the Advancement of Teachers, it was announced recently by Dr. Oliver C. Carmichael, president.

Dr. Charles Seymour, president of Yale University, was elected as chairman of the board; and Dr. Robert G. Sproul, president of the University of California, secretary.

## N. C. Negro Schools Win Awards in Essay Contest

Two Negro schools in North Carolina won the two top awards in a recent nationwide Negro Essay Contest conducted by the National Tuberculosis Association and its affiliated State associations, according to an announcement by President A. W. Dent of Dillard University, New Orleans, Louisiana, who was chairman of the committee of six judges of the 1947 Negro Essay Contest.

The tenth grade of Carver High School, Kannapolis, was awarded first prize for a paper on a tuberculosis survey. The class will receive \$75.00 and a bronze plaque will be awarded the school. The Chemistry Club of Washington High School, Raleigh, was awarded second prize of \$50.00 in the class project; honorable mentions in the high school and college groups respectively were awarded to Marjorie M. Barnes, Allen High School, Asheville, and Lorenzo Yolande Mcbane, Agricultural and Technical College, Greensboro.

The Negro Essay Contest was conducted for Negro high school and college students through the efforts of the National, State, and local tuberculosis associations, and with the co-operation of teachers and school principals throughout the nation. Miss Velma Turnage, field secretary, North Carolina Tuberculosis Association, worked in close co-operation with the Negro schools throughout the State. The contest, proposed to stimulate interest in tuberculosis control and to create a wide understanding of the problems in the control of the dreaded disease, is a most successful medium in placing important information before the youth and general public in the State and Nation.

According to State Superintendent of Public Instruction Clyde A. Erwin, it is an outstanding honor to have four awards made in North Carolina, since thousands of students from high schools and colleges throughout the Nation entered this contest.

# Civil Rights Committee Favors Federal Aid

■ Federal aid seems both imminent and desirable, according to the President's Committee on Civil Rights which recently made its report, if the gap between white and Negro schools is to be eliminated. There was a difference of opinion, however, on the question of distributing Federal aid to states which have dual systems of schools, the majority being against the use of such aid to "perpetuate the pattern of segregation in education . . ." The majority tempered its opinion by stating, "The Committee believes that a reasonable interval of time may be allowed for adjustment to such a policy. But in the end it believes that segregation is wrong morally and practically and must not receive financial support by the white people."

In its findings, the Committee reported: "(1) We have failed to provide Negroes, and, to a lesser extent, other minority group members with equality of educational opportunities in our public institutions, particularly at the elementary and secondary school levels. (2) We have allowed discrimination in the operation of many of our private institutions of higher education, particularly in the North with respect to Jewish students."

Among the recommendations of the Committee were the following:

1. Banish the segregation system from American life (and education) based on race, color, creed or national origin.

## Art Magazine Includes Variety of Material

*School Arts*, a publication for those interested in art education, includes a variety of material for teachers. For example the November number contains groups of illustrations of folk arts in North America, South America, Asia, Australia, Africa, and Europe.

Articles for this number are the following: Invitation to Italian Folk Art, From A Pile of Clay to a Candy Bowl, Sculpture and Carving, A Method for Working With Plastic, Hungarian Village Textiles, Felt Printing, Enameling—An Ancient Art, and Active Dolls or Practical Puppets. A second group of illustrations include Foreign Ceramics, Mills College Potters, English Embroidery, Hook Rugs, Portuguese Dolls and Storybook Dolls.

The publication also includes many advertisements of various art materials. Subscription rates are \$4.00 a year in the United States. They should be sent to *School Arts*, Printers Building, Worcester 8, Massachusetts.

## Barnes Becomes Secretary State Medical Society

J. T. Barnes, Supervisor of Physical Restoration of the Rehabilitation department of the Division of Vocational Education, recently resigned to become the first full-time executive secretary of the Medical Society of the State. Barnes received his education at the University of North Carolina where he took a premedical course. He had been with the Rehabilitation department for the past several years, having been with the State Board of Health previously.

## Governor Cherry Favors Six-man Football Teams for Small High Schools

Six-man football teams offer great possibilities for the small high schools that can't muster up enough good players for a regular team, stated Governor Gregg Cherry, after recently witnessing his first game played involving six-man teams between Southern Pines and the Lexington Junior Orphanage.

"Having five less men on the gridiron doesn't cut out any of the interest a regular football game can offer," the Governor said. "It's just as entertaining as when 11-man teams play."

Sports writers and college athletic directors also look with favor on six-man teams. Jim Reid, Director of Sports, Station WPTF, Raleigh, says, "Six-man football is the answer for a fall sports program in the small high schools. A star six-man football player is as good as a star 11-man player."

Ray Reeves, Sports Director, Station WRAL of Raleigh, comments: "Six-man football is as interesting as 11-man. It is exciting in blocking, tackling, and requires as much skill as the parent game. Its development should be encouraged."

J. L. VonGlahn, Director of Athletics, N. C. State College, says: "This game should be developed and encouraged in our smaller high schools. In training and skill requirements six-man is equal to the 11-man game. State College will be interested in developing and encouraging the program."

Others, including Jim Weaver, Director of Athletics, Wake Forest College; Ted Mann, Director of Publicity, Duke University; and Dick Herbert, author of "The Sports Observer" column in the Raleigh *News and Observer*, favor this smaller size team for the small high schools of the State.

2. Discontinue Federal grants-in-aid to education, health, and other social programs to those states which practice segregation, until such discrimination is abolished.

3. Enact state educational fair practice laws for public and private educational institutions, forbidding discrimination in the admission and treatment of students because of race, color or creed.

The Committee, consisting of 17 men and women who themselves represent different religions, races, and political affiliations, was headed by Charles E. Wilson, president of General Electric Company. It was appointed by President Truman on December 5, 1946 to "suggest ways and means for strengthening the civil rights of the American people."

A copy of the 178-page report may be obtained from the Superintendent of Documents, Washington 25, D. C., for \$1.00.

## Actors May Teach U. S. School Kids

Bing Crosby and other famous actors may be future teachers of America's school kids, says *Business Week*.

Under a deal made recently, Decca Records will release and American Book will distribute Decca albums to schools, colleges and universities; and "although it isn't expected that records will take the place of textbooks, big names will be used to enliven lessons in literature." Decca has already turned out Bing Crosby in "The Man Without a Country" and Ginger Rogers in "Alice in Wonderland," and feels Walter Huston narrating the Rip Van Winkle legend puts more feeling into the performance than the average school teacher."

Decca plans to release 88 albums from present stocks for distribution to schools and new albums will be added from time to time. In anticipation, the company lately has been cutting a lot of new records and has in mind a hedge against the December 31 ban James C. Petrillo has placed on new recordings.

## 404 Schools Have Teachers of Vocational Home Economics

Teachers of vocational home economics, that is those paid from funds under the State and Federal Program, are employed in 404 of the 961 public high schools of the State, recent figures compiled in the Division of Vocational Education show.

Tabulations also show that 83 counties have, from one school in a number of counties to 12 in Buncombe, 416 teachers employed under this program. Of this number 352 are white, employed in 346 schools in 83 counties, and 64 are Negroes in 39 counties. One school, New Hanover High, has four teachers in this field. Three white schools, Burlington, High Point, and Greenville, have two each. Six schools for Negroes have two teachers each: Stephens Lee (Asheville), Hillside Park (Durham), Dudley (Greensboro), Dillard (Goldsboro), Washington (Raleigh), and Williston (Wilmington). All others have one each.

No school for white students in the following 17 counties has employed teachers of vocational home economics: Ashe, Alleghany, Avery, Camden, Catawba, Chatham, Clay, Dare, Greene, Johnston, Jones, Lincoln, Macon, Madison, Mitchell, Pamlico and Yancey.

Three units have employed family life co-ordinators: Asheville, New Hanover, and Leaksville.

## Broughton Favors Federal Aid Without Federal Control

J. Melville Broughton, former Governor and candidate for the United States Senate, recently told members of the Rowan County unit of the North Carolina Education Association, that he did not favor any federal-aid which would give the Federal Government control of the public school system. He added, however, that it is possible to have legislation which will allocate money to the State without control.

The former Governor also stated that the teachers of North Carolina are justified in their demands for increased salaries. He said that what little salary increases had been realized in the past few years had been the result of the efforts of the N.C.E.A. and its leaders. He pointed out that while appropriations have been increased for teachers he believed the next legislature will be able to assist teachers even further.

## South Piedmont Teachers Adopt Tenure Resolution

■ Resolution 21 of the resolutions adopted by the Department of Classroom Teachers of the South Piedmont District of the North Carolina Education Association at Charlotte October 17 covers the question of teacher-tenure. This resolution reads as follows:

"Since the question of teacher-tenure and the right of the teacher to be secure in the practice of his profession and in holding his certificate has recently been brought to public notice, and

"Since the North Carolina State Board of Education in one instance has assumed the authority to revoke the certificate of an individual teacher by summary action and at its own discretion, and

"Since a careful perusal of the Public School Laws of North Carolina discloses no specific authorization for the State Board of Education to revoke the certificate of an individual teacher and such action has been justified only on the grounds that it is an implied power not expressly defined by law; now,

### THEFORE BE IT RESOLVED:

"That the Department of Classroom Teachers of the South Piedmont District of the North Carolina Education Association believes that such unrestricted power in the hands of an appointive board is dangerous both to the morale of the teaching profession in North Carolina and to our system of democracy, in that it gives such an appointive board the right to deprive any teacher in this State of his means of livelihood inasmuch as a teacher so penalized has no remedy at law, since a board with such powers is not bound by any rules of procedure or of evidence and is not constrained to respect the legal or constitutional rights of an accused teacher; hence a board so minded could use this power as a political weapon to coerce 25,000 voters of this State to the extreme detriment of democratic government; and

"Be it Further Resolved, that The Department of Classroom Teachers of this District believes that the teacher is entitled to the same protection in the practice of his profession as are members of other professions, such as law and medicine, in none of which can licenses be revoked without a full and complete hearing according to the rules of evidence and with due regard for the constitutional rights of the accused.

"Be It Further Resolved, that if the State Board of Education does have the power to revoke a teacher's certificate that we urgently request the 1949 session of the General Assembly to amend the public school laws of North Carolina so that the State Board of Education shall not have this authority and that no teacher's certificate shall be revoked until after a teacher has been dismissed by the committee or the board of trustees of the district in which the teacher is teaching or has

been given a full and fair trial in the courts and that the following procedure as now set forth in Section 115-143 of the Public School Laws of North Carolina be faithfully observed:

"(1) That 'no teacher shall be dismissed until charges have been filed in writing in the office of the superintendent.'

"(2) That 'no teacher shall be dismissed until 'after full and fair hearing . . . before the committee or board of trustees of the district or unit in which the teacher is teaching,' and

"(3) That 'no teacher shall be dismissed until after 'the teacher shall be given the right to appeal . . . to the courts.'"

## N.E.A. is Raising Overseas Teacher-Relief Fund

Because of the desperate crisis this winter in war-devastated countries;

Because rehabilitation of the minds of millions of children and young people must accompany the supplying of food and clothing; and

Because teachers in these lands are the key people in this vital program of educational reconstruction,

The National Education Association is raising an overseas Teacher-Relief Fund among the local educational associations throughout the nation to aid teachers in other war devastated countries.

It is suggested that each teacher give at least \$1. Local teacher associations are asked to take the lead in raising funds, they in turn transmitting them to the State Association.

## Supervisors Meet

Supervisors of instruction of county and city schools met in Raleigh on October 30-November 1. Dr. J. Henry Highsmith, Director of Instructional Service of the State Department of Publication presided at all meetings.

Various school problems, including accreditation of schools, textbooks, tests, workshops and health education were discussed. Special talks on North Carolina poetry, a graduate program of instruction, mental hygiene, guidance, and resource-use education were given.



# STATE SCHOOL FACTS

## School Expenditures

North Carolina spends eight times more today on the education of the average child than in 1914. The 15 figures presented in Table I show that of \$69,970,452.22 was spent for the current operation of the schools in 1945-46 as compared with \$4,215,178.28 in 1914-15. Average per pupil expenditure, the table further shows, has about doubled since 1939-40.

Including expenditures for capital outlay and debt service, the grand total of expenditures for elementary and secondary public education was \$86,086,243.43. Average daily attendance in 1939-40 was nearly double the figure for 1914-15, but this number which decreased to 713,146 in 1944-45 has now increased to 718,944 in 1945-46.

Expenditure for capital outlay purposes, in the main new buildings and equipment, varies from year to year. The largest expenditure for these purposes was during the year 1924-25, when \$18,100,000 was spent. This large expenditure was due largely to the stimulation given to new schoolhouse construction by the Special Building Funds provided by the General Assemblies of 1921 and 1923. From this fund the administrative units were enabled to borrow at low rates of interest. Then, too, during this period bonds were easy to vote for schools.

Debt service obligations have to be paid. These sums represent money bor-

rowed from State funds or as a result of bond issues. For recent years, as the table shows, about \$6 million have been repaid each year.

### County Units

Table II shows a ranking of the county units in expenditure (current expense) per pupil in average daily attendance for 1945-46. As the table shows, Currituck County ranks first in this respect, while at the other end of the scale is Johnston—a range in expenditure of from \$116.25 to \$83.21. Average per pupil expenditure in all county units was \$77.82.

Five county units spent more than \$100 per pupil—Currituck, Dare, Cam-  
den, Durham, and Pasquotank. Nine county units—Caldwell, Warren, Cherokee, Lincoln, Robeson, and Johnston—spent less than \$70 per pupil in average daily attendance. Total expenditures for public education and debt service and current expenditures for county units are in millions of dollars in seven counties—New Hanover, Mecklenburg, Wake, Buncombe, Guilford, Gaston, and Johnston. It should be pointed out, however, that expenditure for debt service is a duplication of expenditure for capital outlay during some preceding year. Eliminating both capital outlay and debt service, three county units are in the million-dollar class—New Hanover, Mecklenburg and Buncombe.

### I. TOTAL SCHOOL EXPENDITURES

Year	Total Expenditures	Capital Outlay	Debt Service	Current Expense	A. D. A.	C. E. Per Pupil	A. D. A.	C. E. Per Pupil
1914-15	\$ 4,215,178.28	\$ 1,234,466.27	\$ 682,569.21	\$ 4,215,178.28	410,140	\$10.28	410,140	\$10.28
1919-20	10,441,694.94	2,065,533.34	1,000,000.00	7,376,161.60	500,211	\$14.75	500,211	\$14.75
1924-25	44,410,000.00	18,100,000.00	10,437,891.28	15,872,108.72	550,211	\$28.27	550,211	\$28.27

Total current expense for the 100 county units amounted to over \$40 million for the year.

### City Units

Southern Pines spent the most per pupil in average daily attendance, \$106.72, among the 71 city units. Tryon and other city units—Durham, Triangle and Pinehurst—spent an average of over \$100 per pupil in average daily attendance.

Asheboro, with an average expenditure of \$83.60 per pupil in A.D.A., ranked lowest among city units in this respect. Average expenditure for all city units was \$82.91.

The 71 city administrative units paid out a total of \$20,257,637.63 during the 1945-46 fiscal year. Of this amount, \$2,713,206.99 was for debt service obligations. Only \$870,104.84 was spent in these units for capital outlay purposes. For current expense items these 71 units expended \$16,674,325.80.

### All Units

Expenditure per pupil in average daily attendance in city units was \$5.09 more than in county units. There was a variation in per pupil costs in county units of from \$116.25 to \$83.21, a difference of \$33.04, as compared with a difference of \$46.12 between the highest and lowest city per pupil costs.

Since a number of small units have the highest per pupil cost, this factor of size would seem to have a definite bearing upon the per pupil expenditure. Organization of the schools also play an important part in the amount spent per pupil. A third factor is that of local supplements. Units that supplement the State fund budget as a general rule have a slightly higher expenditure per pupil. Without an analysis of the various factors affecting school expenditures, the ranking of a particular unit has no real meaning as relating to a better or poorer school system than that of another unit. A study of these factors is beyond the scope of this presentation of school expenditures.

The estimated average expenditure per pupil in average daily attendance in the several states ranges from \$46.95 in Mississippi to \$208.39 in New York. North Carolina, with an average expenditure of \$74.64 by this same tabulation, ranks 43rd among the states in this respect.

On the basis of income per child North Carolina with \$2,685 in 1945 ranked 44th among the states. But in effort, that is the percentage of total income devoted to public education, this State with 1.88 ranked 14th.

### II. SCHOOL EXPENDITURES, 1945-46, COUNTY UNITS

County	Total	Capital Outlay	Debt Service	Current Expense	A. D. A.	C. E. Per Pupil	Rank
Currituck	\$127,669.34	\$1,152.93	\$13,227.61	\$123,288.80	1,000	\$126.25	1
Dare	126,328.14	14,662.48	6,617.00	105,048.66	1,021	102.86	3
Durham	23,211.42	26,555.15	441,494.27	4,396	101.12	4	4
Guilford	189,232.91	4,648	7,769.94	181,448.26	1,932	93.60	6
Gaston	308,354.26	7,605.34	13,097.00	287,751.83	3,074	93.61	7
Orange	96,137.08	20,504.02	5,833.90	70,399.16	756	92.63	8
Wake	1,172,393.84	42,832.91	70,658.39	1,059,702.54	11,467	92.41	10
New Hanover	1,323,535.05	17,725.94	1,116.87	1,305,692.24	13,816	91.72	11
Mecklenburg	1,057,439.62	22,263.07	14,501.40	994,880.11	10,885	91.40	12
Buncombe	1,037,479.61	\$ 519.90	14,501.40	994,880.11	10,885	91.40	13

### III. SCHOOL EXPENDITURES, 1945-46, CITY UNITS

City	Total	Capital Outlay	Debt Service	Current Expense	A.D.A.	C.E. Per Eng.	Rank
Southern Pines	\$ 101,511.71	\$ 7,740.00	\$ 15,017.50	\$ 80,787.21	736	\$109.72	1
Albany	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	2
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	3
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	4
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	5
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	6
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	7
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	8
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	9
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	10
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	11
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	12
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	13
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	14
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	15
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	16
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	17
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	18
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	19
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	20
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	21
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	22
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	23
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	24
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	25
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	26
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	27
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	28
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	29
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	30
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	31
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	32
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	33
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	34
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	35
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	36
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	37
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	38
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	39
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	40
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	41
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	42
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	43
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	44
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	45
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	46
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	47
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	48
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	49
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	50
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	51
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	52
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	53
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	54
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	55
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	56
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	57
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	58
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	59
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	60
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	61
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	62
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	63
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	64
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	65
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	66
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	67
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	68
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	69
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	70
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	71
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	72
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	73
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	74
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	75
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	76
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	77
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	78
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	79
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	80
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	81
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	82
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	83
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	84
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	85
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	86
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	87
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	88
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	89
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	90
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	91
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	92
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	93
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	94
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	95
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	96
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	97
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	98
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	99
Albion	1,186,424.62	2,741.55	25,294.30	58,445.77	544	105.50	100
Totals	\$20,357,037.65	\$70,104.84	\$2,713,206.56	\$10,674,325.90	201,119	\$2.91	----
Total						\$2.91	



## CURRENT EXPENSE PER PUPIL IN A.D.A.

State	1933-34	Rank	1943-44	Rank	Increase
New York	\$124.13	1	\$184.21	1	\$60.08
New Jersey	102.53	5	182.16	2	79.63
California	109.83	3	164.79	3	54.96
District of Columbia	107.30	4	161.73	4	54.43
Massachusetts	96.69	6	159.63	5	62.94
Montana	79.24	12	155.77	6	76.53
Connecticut	82.12	10	150.77	7	68.65
Wyoming	88.70	8	150.17	8	61.47
Nevada	117.90	2	149.30	9	31.40
Rhode Island	86.97	9	148.87	10	61.90
Washington	69.16	20	146.56	11	77.40
Illinois	78.18	14	145.33	12	67.15
Minnesota	75.15	16	132.51	13	57.36
Delaware	92.85	7	131.23	14	38.38
South Dakota	62.29	26	130.82	15	68.53
Pennsylvania	75.04	17	130.75	16	55.71
Oregon	68.90	21	130.66	17	61.76
Wisconsin	71.99	19	126.22	18	54.23
Colorado	78.30	13	125.45	19	47.15
Michigan	67.68	23	122.05	20	54.37
Ohio	72.51	18	120.02	21	47.51
Arizona	77.11	15	119.68	22	42.57
North Dakota	67.32	24	118.87	23	51.55
New Hampshire	79.67	11	117.20	24	37.53
Iowa	65.44	25	116.09	25	50.65
Kansas	60.19	28	114.58	26	54.39
New Mexico	60.18	29	113.52	27	53.34
Utah	58.71	31	111.76	28	53.05
Vermont	59.76	30	111.37	29	51.61
Nebraska	57.48	32	111.10	30	53.62
Indiana	60.20	27	110.69	31	50.49
Maryland	68.64	22	110.46	32	41.82
Idaho	57.09	34	102.12	33	45.03
Missouri	60.27	33	100.58	34	40.31
West Virginia	48.54	36	92.76	35	44.22
Louisiana	36.07	41	90.43	36	54.36
Oklahoma	43.70	38	88.71	37	45.01
Texas	46.63	37	88.15	38	41.52
Maine	52.09	35	83.17	39	31.08
Florida	40.73	39	82.76	40	42.03
Virginia	37.51	40	75.30	41	37.79
Kentucky	33.37	43	72.92	42	39.55
North Carolina	24.18	47	65.16	43	40.98
Tennessee	34.62	42	62.21	44	27.59
South Carolina	27.14	46	58.22	45	31.08
Georgia	28.34	45	55.23	46	26.89
Alabama	30.09	44	54.10	47	24.01
Arkansas	22.60	49	52.36	48	29.76
Mississippi	23.55	48	42.25	49	18.70
U. S. (Average)	67.48	—	\$115.61	—	\$48.13

## House Heads College Conference

R. B. House, Chancellor and Vice-President of the University of North Carolina, was elevated from the vice-presidency to the presidency of the North Carolina College Conference at the annual meeting of the Conference, which met in Greensboro, November 19-20.

Dean C. K. Brown of Davidson College was elected vice-president and Dr. James E. Hillman, Director Division of Professional Service, State Department of Public Instruction, was re-elected secretary-treasurer.

## Commission to Map School Changes

John W. Studebaker, United States Commissioner of Education, Federal Security Agency, recently announced establishment of a Commission on Life Adjustment Education for Youth "to advise the Nation's high schools on gearing their courses to meet the needs of the times."

Commissioner Studebaker points out that leading authorities in secondary education throughout the country recommended establishment of this Commission. Its membership includes educators representing nine major educational organizations.

According to Dr. Studebaker, the Commission intends to stress the importance of preparing young people psychologically, as well as vocationally, for the workaday world they will find on leaving school.

"No boy or girl should be denied full opportunity to prepare for the professional career of his or her choice," Dr. Studebaker emphasized. He added that the school can no longer ignore the "dangerous irresponsibility of permitting boys and girls to pursue the white collar myth" in disregard of changing social needs as well as personal qualifications. By correcting deficiencies in vocational guidance, high schools can help youth match their qualifications to the available job market.

The educators serving on the Commission will co-operate closely with the Divisions of Secondary Education, Vocational Education, and Higher Education of the U. S. Office of Education. In advising the States and in giving assistance to teacher training institutions, the Commission will help select pilot schools in local school systems to serve as demonstration centers for other schools within each State.

## Language Conferences Held

Ten conferences on language were held throughout the State December 1-12. These conferences which were designed to promote effective use of the State adopted language textbooks were under the direction of the Division of Instructional Service, State Department of Public Instruction, with Dr. Matilda Bailey, author of the textbooks, as the chief discussion leader at each conference.

Conferences were held at Charlotte, Asheville, Hickory, Boone, Winston-Salem, Fayetteville, Henderson, Rocky Mount, Greenville and Elizabeth City.

## 1948 Annual Meeting of N.E.A. Announced

The N.E.A. Board of Directors approved by mail vote the selection of Cleveland, Ohio, for the 86th annual meeting of the National Education Association, July 5-9, 1948. For another year, at least, it will be necessary to limit the annual meeting to the activities of the Representative Assembly and one-day meetings of Departments. No city, as yet, is in a position to offer satisfactory facilities which are necessary for the full convention of the prewar type.



## 33 Schools Have Program of Diversified Occupations

A program of diversified occupations is provided in 33 of the State's public high schools this year, according to a recent tabulation of such schools by George W. Coggin, State Supervisor of Trade and Industrial Education. This number is four less than the number of schools having a program of this kind last year.

Two new schools, High Point and Newton have added programs this year, whereas six schools have discontinued their diversified occupations courses, Mr. Coggin said. These six schools were Fayetteville, Henderson, Lexington, Oxford, Washington, and Winston-Salem.

The 31 schools continuing the program are the following: Albemarle, Asheville (white and Negro), Burlington, Charlotte (Negro), Concord, Durham (Negro), Gastonia, Goldsboro (Negro), Graham, Greensboro (2 white teachers, 1 Negro), Greenville (Negro), Hendersonville, Hickory, Kannapolis, Kinston (Negro), Laurinburg, Mebane, Mooresville, Raleigh (2 white, 1 Negro), Roxboro, Salisbury, Sanford, Statesville, Wilmington (2 white, 1 Negro), and Wilson.

## Special Tax Elections Are Authorized

Requests for special tax elections were approved by the State Board of Education at its November 6 meeting, as follows:

Oxford, Granville County, 15 cents.  
Dunn, Harnett County, 15 cents.

Special tax elections were authorized by the State Board of Education at a meeting held July 31 in the following districts: Clinton, Sampson County, a levy of 30 cents on the \$100 valuation; Leland in Brunswick County a levy of 15 cents.

On July 10 the Board authorized the following elections: Thomasville, Davidson County, 12 cents; South Gastonia, Gaston County, 15 cents; Rich Square, Northampton County, 15 cents, and Farmville, Pitt County, 15 cents.

Special tax elections were authorized for Dallas, Gaston County, 15 cents, and Jamestown, Guilford County, 20 cents, at the June 4 meeting of the Board.

On May 1 the Board approved elections as follows: Davidson County, 30 cents; District No. 6 (Guilford), 20 cents; Hickory, 21 cents; Mooresville, 27½ cents, and Salisbury, 11½ cents.

## November Survey Graphic Features Education

■ Increased salaries for teachers will not remedy the present teacher shortage in American education. This is the conclusion of educational authorities writing in the November issue of *Survey Graphic* entitled "Education for Our Time," a number devoted to American schools and colleges, and their vast new responsibilities in the postwar world.

Pointing to the acute shortage in the quality as well as the number of teachers on all levels, Harold R. Benjamin, Dean of the School of Education, University of Maryland, states:

"The foremost danger confronting us in the educational world today is not that we will pay teachers too little, but that we will fail to recruit and train teachers worthy of the best professional salaries. It is not so much that we will have a shortage of persons certified to teach as it is that we will have a shortage of properly educated teachers to certificate."

Stressing the lack of teaching ability in college faculties, Dean Benjamin writes:

"So far as I am aware, there is only one college in the United States which requires professional educational preparation of every faculty member before he gives a lecture or conducts a discussion . . . This college has set up its own instructor-training program where prospective faculty members of the highest academic and practical attainments in their fields learn how to make good lesson plans, how to organize a unit, how to conduct a discussion, how to devise and evaluate reliable examinations, and above all how to appraise the entire college program critically in terms of its objectives. The institution "with this program of professional preparation for its faculty is the Command and General Staff School at Fort Leavenworth."

Other authorities join Dean Benjamin in criticizing present methods of selecting and training American teachers. Farnsworth Crowder, California teacher and writer, points to "the awful, the ponderous involvements, convolutions, and technicalities of pedagogic theory and methodology, couched, as Jacques Barzun says, in 'Educators' patois, easily the worst English now written!'"

In his discussion of morality as "the enduring goal" of education, Edward C. Lindeman, New York School of Social Work, Columbia University, declares:

"If I were in charge, my first action would be to eliminate from the curricula of teachers colleges three fourths to nine tenths of all courses labeled 'methods.' . . . The 'how' of teaching

## Southern Governors Propose Regional Schools

Governors of 13 Southern states meeting in Asheville on October 20 proposed regional specialized schools for both white and Negro students throughout the South.

The regional education proposal was contained in an address by Governor McCord of Tennessee. Governor McCord based his address on "regional schools providing higher education for Negroes as a solution of the urgent problem which the Southern states face" as a result of a recent U. S. Supreme Court decision relating to equal rights for Negroes in the South's schools.

The Governor's Conference moved as a body to:

(1) Appoint a committee for immediate investigation of the establishment of regional specialized schools for both white and Negroes.

(2) Appoint another committee to visit privately endowed Meharry Medical College in Nashville, Tennessee, which Governor James Nance McCord of that State said is furnishing the South many of its Negro doctors.

needs to be learned, but not independently of the 'what' and the 'why.'"

Writers in this special issue of *Survey Graphic* also point to the immediate need to raise teaching salaries in order to check the present drift away from the profession, and to attract more able young people to it. Maxwell Stewart, author of many books and pamphlets in the field of education, urges federal aid as the only way to redress present inequalities in the educational opportunity offered young Americans in the different states, and in districts within each state. He concludes:

"Before these larger goals can be sought, immediate attention must be given to obtaining sufficient funds to provide our teachers with a decent level of livelihood and to preserve existing educational standards. Even this limited objective cannot be achieved without federal assistance."

## State Has 612 One-teacher Schools

Six hundred and twelve one-teacher schools are operated as a part of the State's public school system this year, according to tabulations made in the office of Paul A. Reid, Controller for the State Board of Education.

A majority, 477, of these schools are for Negroes; 130 are for white pupils; and five for Indians in Columbus, Cumberland and Rockingham counties. Twenty-five of the total, 24 Negro and one white, are in city units.

These 612 schools have an average daily attendance of 16,069 pupils, 2,910 white, 189 Indian and 12,976 Negro. Fifteen of these schools have fewer than 11 pupils in average daily attendance, 150 have from 11 to 20 pupils, 139 from 21 to 25, and 290 have 26 or more pupils in average daily attendance.

Cost of operating these 612 schools, based on salaries paid teachers only, will be more than a million dollars. Estimates give a figure of \$1,117,965.94, or an average of \$60.57 per pupil. Costs per pupil among the several units in which these schools operate range from \$28.13 per Indian pupil in Columbus County to \$351 per Negro pupil in Madison County.

## Senator Umstead Favors Federal Aid for Schools

Senator William B. Umstead favors Federal aid for the public schools of North Carolina. He has made known his stand on this question in speeches throughout the State recently.

"A Federal aid program would permit the Federal Government to supplement the resources of North Carolina and other states and assist them in equalizing educational opportunities and achieving satisfactory educational standards," he stated in a recent speech before the North Carolina Music Education Associate at Greensboro.

"Low salaries and the high cost of living have resulted in thousands of our capable experienced teachers leaving the teaching profession for jobs paying higher incomes."

## U. S. Government Issues Publications for Schools

Two publications issued primarily for school use are given in a recent list of publications available from the Superintendent of Documents, Washington, 25, D. C.

They are as follows:

*Camping and Outdoor Experience in School Program.* Prepared for school superintendents, school board members, parents, teachers, supervisors, and all persons who should be concerned with a program of camping and outdoor experiences for school children. 41 p. il. 15c.

*Helping Children in Trouble.* Contains episodes, drawn from project records, that illustrate the kinds of problem behavior that need attention and also show how much can be done for a child if he is given the right kind of help at the right time. 17 p. il. 10c.

## National Safety Council Has Accident Report Forms

What was the student doing at the time of the accident? Was he using any apparatus, machine, vehicle, tool or equipment? How was he using it? Was another person involved in the accident in any way?

These are some of the questions on a student accident report form available to school administrators from the National Safety Council, which recommends the collection, analysis and use of data on accidents to students as an essential step in the development and evaluation of an efficient safety education program. These data are valuable, too, in protecting the schools from liability suits and unfavorable publicity growing out of student accident cases.

To facilitate the collection of student accident data, the Council makes the following material available: an original accident report form, a monthly summary form, *Accident Records and Analysis*, which explains how to secure and use accident reports, and *Keeping Accident Records*, a brief promotional statement on the values of such reports. School administrators desiring information on student accident reporting are urged to write Miss Marian Telford, Senior Field Representative, School and College Division, National Safety Council, 20 North Wacker Drive, Chicago 6, Illinois.

## Belmont Paper Receives Honor

A First Class Honor rating was awarded *The Spy*, school paper published by the Journalism class of the Belmont High School, for the 1946-47 issues of that publication. This honor was presented to the Belmont school paper by the National Scholastic Press Association for promoting higher standards in American school newspapers.

## Girls Outnumber Boys Among H. S. Graduates

A greater percentage of the graduates from North Carolina public high schools are girls, a recent analysis of figures for 1946-47 and 1936-37 show.

Of the total 26,690 graduates from the State's public high schools, 15,543 or 58.2 per cent were girls and 11,147 or 41.8 per cent were boys. The ratio of boys to girls among graduates of the white schools was better than for Negro schools—56.8 per cent girls and 43.2 per cent boys in the former and 64.8 per cent girls and 35.2 per cent for the latter.

Ratios were also better among schools in city units than those in county units—white city units the ratio was 55.1 per cent girls and 44.9 per cent boys; Negro city units: 60.6 per cent girls to 39.4 per cent boys; whereas in county units the ratios were: white, 57.7 per cent girls to 42.3 per cent boys; Negro, 68.3 per cent girls to 31.7 per cent boys.

Ten years ago, 1936-37, the ratio of girls to boys among high school graduates was 59.6 per cent girls to 40.4 per cent boys, or not quite as good as the situation was last year. An analysis of the white and Negro schools by units shows that the situation is better in every respect except among Negroes in county units. The ratio of boys to girls among graduates of Negro schools in 1936-37 was 65.6 per cent girls, 34.4 per cent boys, whereas in 1946-47 this ratio was 68.3 per cent girls and 31.7 per cent boys.

## State Staff Discourages Employment of Mothers As Homemaking Teachers

Because the homemaking teaching position requires much time for home visiting, learning the community, teaching adults and supervising home projects; and because young children need the love, attention and supervision of their mother if proper habits and attitudes are to be developed and good health habits maintained, mothers of young children should not be hired, stated Catherine T. Dennis, State Supervisor Home Economics Education, in a recent letter to superintendents and principals.

"While we cannot enforce this," Miss Dennis stated, "we do hope you will see our point of view and give serious consideration before granting maternal leave of absence or before hiring mothers of very young children."

## Director Explains Work of Resource-Use Education Program

The work of the Resource-Use education program was explained briefly by Dr. Richard L. Weaver, program director, in a recent release, as follows:

"The State program in Resource-Use Education is sponsored by the North Carolina Resource-Use Education Commission appointed by Governor R. Gregg Cherry in 1945. Superintendent Clyde A. Erwin serves as chairman of the Commission. Forty-six State agencies are represented on the Commission. An executive committee of eight directs the program.

"Resource-use refers to how man draws on his environment—natural and social—to meet his life needs.

"The source of income of the people and industries; the status of the health and general welfare of the people; the quality and source of food, shelter and clothing; the practices employed in producing and harvesting the products of the land, forests, bodies of water; the cultural life of the people, the recreational possibilities of an area; the effectiveness of the social institutions—schools, churches, clubs, government; the attitudes of the people towards their environment, their neighbors, their government; the quality of living in any area constitute some of the important elements of any sound resource-use education program.

"Eight teacher-training institutions have agreed to serve as area headquarters to sponsor and co-ordinate the program in various parts of the State: Appalachian State Teachers College; East Carolina Teachers College; Elizabeth City State Teachers College; North Carolina College at Durham; Shaw University and St. Augustine's College at Raleigh (serving as one unit); The Woman's College, U.N.C.; and Western Carolina Teachers College.

"Area Advisory Committees composed of administrative and teaching personnel of participating schools, representatives of out-of-school agencies, and faculty members of the eight teacher-training institutions will jointly plan and execute the program.

"Eight or ten participating schools will be selected in each of the seven areas to activate resource-use education programs locally. They will receive help and guidance from the college, the State and area committees, and State and local agencies as desired.

"Local resource-use meetings, area

## Schools Teach Trades

Trades are taught in 64 of the State's public high schools, it is learned from George W. Coggin, State Supervisor of Trades and Industries. In addition the Vocational Textile School at Belmont, which is supported by a specific appropriation, offers courses in yarn manufactory, mill maintenance and knitting. There are also four continuation schools where weaving and general continuation courses are offered.

The 64 high schools have a total of 100 teachers, 49 white and 51 Negro, where the following trades are given in one or more schools: woodworking, machine shop, building trades, bricklaying, auto mechanics, trowel trades, printing, carpentry, textiles, radio, metal work, painting, electricity, cabinet making, woodwork, dressmaking, general metal, masonry, woodwork and brick, metal trades, cosmetic arts, metal and auto mechanics, brick work, brickmasonry, shoemaking, woodwork and trowel, woodwork and machines, woodwork and trades, building and bricklaying, supervising wood shop, machine shop and plumbing, sheet metal and sheet metal and machine shop.

## Erwin Advocates Program for Equal Educational Opportunity

A five-point program in order to insure equal educational opportunity in North Carolina was advocated by State Superintendent Clyde A. Erwin in a recent radio broadcast.

The program advocated by Superintendent Erwin is as follows:

1. A system of supervision.
2. Improved school facilities.
3. Special service courses.
4. General preschool and postschool training.
5. Redirection in the guidance of teacher trainees.

Provision for these improvements represent the immediate public school needs of the State, Superintendent Erwin stated.

conferences, summer workshops and courses at colleges and State meetings, will be conducted to further the resource-use education programs for inservice teachers. Courses within each teacher-training institution will be enlarged and created where necessary to provide for adequate training in resource-use for preservice teachers."

## Reid Suggests Use of Pay Roll Form

A suggested pay roll data form was recently sent to each superintendent of the State by Paul A. Reid, Controller for the State Board of Education, with the suggestion that the use of the form be begun immediately, unless a form which gives the same information in equally as much detail is now used.

The preparation of the suggested pay roll form grew out of the discussion of this question at the Superintendents' Conference held at Cullowhee in August. The use of the forms heretofore available has been left to the judgment of the superintendents. The use of the form suggested is strongly urged by Mr. Reid. He stated that the Finance Committee had the matter under consideration but that the Board had taken no action as yet.

## 70-Year-Old Employees Must Retire in 1948

All teachers and other State employees 70 years old and over must retire by June 30, 1948, a recent ruling by the trustees of the State Retirement System states.

During the war years, the ruling had been deferred for two-year periods to allow experienced employees to continue work. The recent decision of the trustees allows no further extensions.

Under the retirement law State employees may retire at age 60, and must retire at age 65 unless the head of the department requests that they be retained on the job until they are 70 years of age.

## State Operates 226 High Schools for Negroes

During 1946-47 the State operated 226 high schools for Negroes, recent tabulations made by the Division of Negro Education, State Department of Public Instruction, show. Of this number 180, 120 in county units and 60 in city units, are accredited; whereas 46, 41 county and 5 city, are not accredited. Twenty-nine are accredited by the Southern Association of Colleges and Secondary Schools.

An accredited school is one that meets certain minimum standards as to number and training of teachers, teacher-load, equipment, term and curriculum.

Enrollment in these high schools last year, 1946-47, was 36,170, which was over 6,000 more than the year before. Graduates numbered 4,780.



## Schools Participate in Work Conference

A number of schools participated in a three-day work conference held at Chapel Hill, August 14-16 under the sponsorship of the State Department of Public Instruction and the North Carolina Education Association. This conference was a part of the Southern States Work Study that is being conducted in 14 other Southern states.

State Superintendent Clyde A. Erwin spoke at the first session on Thursday evening. Dr. Edgar L. Morphet, Director of the Southern States Work Conference, addressed the second general session on Friday evening.

Four committees held individual meetings to study health and physical education, instructional materials, school lunch programs, and resource-use education. These committees made reports in these respective fields on Saturday morning.

## Valley Springs Operates "Model School"

Under the title "Valley Springs—Another Model School," the May, 1947 number of *The Enka Voice*, organ of the employees of the American Enka Corporation, Enka, has an illustrated article by Wilson Ayers about the Valley Springs School in Buncombe County.

From the description given by Mr. Ayers, Valley Springs is really a wonderful school. "Two handsome buildings and beautifully landscaped grounds make your first view of the school an impressive one," says writer Ayers. "A trip through the school soon brings out the outstanding features of Valley Springs that make it a model institution, such as: the well-kept, neat appearance of the outside and interior of the plant, paved drive and walkways, the cleanliness and attractively arranged classrooms, modern fluorescent lights and venetian blinds, the balanced curriculum offered its students, and the up-to-date furnishings and equipment made available to the students by the citizens of the school district."

"In addition to the two imposing buildings, there is a cannery, workshop and janitor's home." The school was the first in the State to operate a cannery.

On a lot adjoining the school, a \$10,000 community building is now being erected as a memorial to those who lost their lives in World War II and as a tribute to others who served their country.

## High School Graduates Treble

Graduates from North Carolina's public high schools in 1946-47 were three times the number for the preceding year, statistics recently collected by the Division of Instructional Service, State Department of Public Instruction, disclose. In 1946-47 there were 26,690 graduates from the public high schools, both white and Negro, whereas in 1945-46 only 8,575 students graduated from these schools.

According to A. B. Combs, Associate in the Division of Instructional Service, this tremendous increase was due in the main to the twelve-year program. "Four years ago," Mr. Combs said, "there was a change-over from a 11-year to the 12-year plan and this year, 1946-47, was the first graduating class under this program." Of the total 1946-47 graduates 21,910 were from the 744 public high schools for the white race and 4,780 were from the 226 schools for Negroes.

## Education Commission Gets Gift of \$100,000 for Survey

A grant of \$100,000 has been made to the State Education Commission by the Knapp Foundation, it was announced to the press recently by Governor Gregg Cherry. This grant will supplement the \$50,000 appropriation made to the Commission to be used in conducting a survey of public education in the State. The Commission will meet in the near future, it is stated by W. H. Plemmmons, executive secretary, to decide on the use of the \$100,000 gift from the Knapp Foundation.

The article by Mr. Ayers describes in detail the following activities of the school: Elementary library, the student council, the senior class, athletics, the Glee Club, veteran's farm training program, school community cannery, the lunchroom, agriculture department, home economics, the rhythm band, visual aid, Bible, Future Homemakers' Club, Parent-Teacher Association, student patrol, commercial department and the library. Twenty-five pictures illustrating these and other activities are also included.

The school has an enrollment of 777 (1946-47) and a faculty of 25. Ed Warwick is principal.

## Units Issue Handbooks

Handbooks are issued in a number of the administrative school units. This year Craven and Washington County units each has issued a handbook in mimeographed form. Person County has a printed booklet.

Among the city units Burlington and Statesville issued a mimeographed booklet. Raleigh has a printed publication. The Franklin Training School, Louisburg, has also issued a handbook.

These handbooks contain much information of use and value to teachers and principals. In the main they include: a school calendar, a list of the personnel, rules and regulations of various kinds, and other information necessary for the operation of the schools.

## Jenkins Issues Statement in Regard to Supplementary Readers

A statement with reference to the situation regarding the supplementary readers used in the public schools has been issued by Wade M. Jenkins, Director of the Division of Textbooks, State Board of Education.

This statement is itemized as follows:

"1. The Division of Textbooks gave the printer an order for the supplementary reader catalog on August 27, 1947.

"2. The printer promised delivery on the supplementary reader catalogs in October. To date (November 28) we have not received delivery.

"3. These catalogs will be shipped on receipt from the publisher. Please give this information to the teachers, so they will not be asking for the catalogs before they are available.

"4. On receipt of the 1947-48 catalogs, the schools should order wisely against the list of readers available. There are several reasons for this.

Perhaps some of the main ones are:

"a. A new list of supplementary readers will be available late this school year or by the opening of the next school year.

"b. The price of the new readers will be from fifty to one hundred per cent higher than the prices of the ones on contract now.

"c. Perhaps only the desirable readers now in use should be brought up to standard while the prices are low.

"5. Watch the Public School Bulletin for announcements pertaining to any and all adoptions."

# THE ATTORNEY GENERAL RULES

## Child May be Placed In Higher Grade

I have your letter of August 11, in which you advise that a boy born on April 23, 1940, received private tutoring for two years and upon entering the public school was placed in the third grade. You inquire if this was a violation of the law.

There is nothing in our law which would prevent the child from receiving such education as his parents might provide prior to entering the public schools. Our compulsory attendance law, G. S. 115-302, requires all children between the ages of seven and sixteen to attend the public school for a period equal to the time which the public school in the district, in which the child resides, shall be in session. The term "school" as used in the section, the statute provides, shall embrace all public schools and such private schools as have tutors and teachers and curricula that are provided by the county superintendent of public instruction or the State Board of Education. Certain records are required to be kept.

If the child upon entering the school at the proper age has received prior schooling which would enable the child to qualify for a higher grade than it would be proper to place the child in such grade as his training and fitness would require, it is not essential that he be entered in the first grade, if his qualifications are such as to entitle him to a higher grade.

## When \$2 License Fee is Paid By Private School Solicitors

In your letter of the 29th of July, 1947, you state that many private school operators interpret Section 115-334 of the General Statutes to mean that anyone who interviews applicants for the school, releases advertising material, or talks by telephone to prospective students is soliciting business for the school and that the \$2.00 license fee provided for by the act is paid. In other cases, however, the operators contend that they do not solicit outside of the school office of a particular school and are, therefore, not liable for a solicitor's license under the act.

G. S. 115-334 is, in part, as follows:

## School Entrance Age Not Changed

October first remains the reference date or latest birthday of a child who, if he becomes six years old on or before that date, is eligible to enter public school. The General Assembly of 1947 made no change in the law, which reads as follows:

"Children to be entitled to enrollment in the public schools for the school year one thousand nine hundred thirty-nine-forty, and each year thereafter, must be six years of age on or before October first of the year in which they enroll, and must enroll during the first month of the school year."

The Attorney General has ruled that children who are born on the second day of October become six years of age on the first of October and are therefore entitled to enter school. A subsequent verification of this ruling by the Attorney General reads as follows:

"Your statement is in accordance with an opinion rendered by this office on June 6, 1938, in which we held that according to the common law as declared in many cases from other jurisdictions, a child would be six years of age on the first moment of October 1, 1938, who was born on October 2, 1932. In other words, the day preceding the anniversary of birth is the day as of which the age of such person is determined."

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"All persons soliciting students within the State of North Carolina for commercial colleges, business schools or correspondence schools located within or without the State of North Carolina, shall be required to secure on July first of each year an annual license from the State Board of Education, such license to cost two dollars (\$2.00)."

It is thought that the language of the above statute is broad enough to include the solicitation of business regardless of the fact that such solicitation is carried on only in the school office. It is the opinion of this office that the license fee is required regardless of where such solicitation is carried on, whether in the school or outside.

## Where Salaries May Be Supplemented

I acknowledge receipt of your letter in which you inquire as to the legality of local—county or town—supplements for public school teachers, and in particular, as to whether or not the salary of a superintendent or principal may be supplemented when the salaries of certain teachers are not supplemented.

The responsibility and duty to provide for the salaries of the public school teachers of the State rest upon the State Board of Education, except when such salaries are supplemented as provided by statute. I know of no authority for a town as such to supplement the salaries of public school teachers.

The county may proceed to supplement the salaries of teachers, including superintendents and principals, upon compliance with the provisions of the third paragraph of Section 115-356 or Sections 115-361 and 362 of the General Statutes.

Section 115-363 requires the request for funds to supplement State school funds, including the supplementing of teachers' salaries, to be approved by the tax levying authorities in the respective county or city administrative unit; and the tax levying authorities have the power to approve or disapprove the supplemental budget "in whole or in part," and if approved, the budget shall be submitted to the State Board of Education which has the authority to approve or disapprove any object or item contained therein.

It, therefore, appears to me that the County Board of Education of a county or the Board of Trustees of a city administrative unit may submit a budget requesting a supplement to State funds, and that such budget may contain requests for supplementing the salaries of some teachers, but not all of the teachers, or of the superintendent or principal, and not all of the teachers, and the Board of County Commissioners may then approve or disapprove the budget as a whole or may approve it in part and disapprove as to other items; but before any portion of the budget is effective, it must be approved by the State Board of Education.

## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, Dec., 1942)

Mr. Ralph J. Andrews, recently Director of Health and Physical Education at Western Carolina Teachers College, and 1942-43 President of the North Carolina Association for Health, Physical Education and Recreation, has been employed by the Department of Public Instruction to give full time assistance to the Victory Corps organization and to various correlated aspects of physical education and health.

Due to the emergency situation resulting from the present war, a modification has been made in the qualifications for teaching in the public schools of the State.

"Music in the Public Schools of North Carolina, 1942" is the title of the latest course of study publication to be issued by the State Department of Public Instruction.

The proposal voted upon in November 3 to amend the Constitution of the State in order to provide for an appointed State Board of Education plus three ex-officio members passed by a vote of 148,517 for to 109,789 against.

### 10 Years Ago

(N. C. Public School Bulletin, Dec., 1937)

The WPA adult education classes had an increased enrollment of more than 4,000 men and women during November.

"The home economics department should not be turned into a hot soup kitchen," stated Miss Catherine Dennis, State Supervisor of Home Economics, in a recent interview.

The Greenville High School paper Green Lights recently won triple honors at the thirteenth annual convention of the Southern Interscholastic Press Association, sponsored by Washington and Lee University in Lexington, Virginia.

The Granville County teachers recently prepared a 13-page mimeographed bulletin, "Better Teaching," which was published for the teachers who "are interested in any plan that will create a better teaching procedure and result in more inspiration for the pupil."

## Mandate for Peacemongering

While most newspaper editors cynically pooh-poohed the United Nations Assembly resolution condemning war propaganda, this resolution can be interpreted as an important mandate for the educational press and organizations to intensify education for peace. The General Assembly resolved unanimously that: "The United Nations:

"1. Condemns all forms of propaganda, in whatsoever country conducted, which is either designed or likely to provoke or encourage any threat to the peace, breach of the peace, or act of aggression.

"2. Requests the government of each member to take appropriate steps within its constitutional limitations: (A) To promote, by all means of publicity and propaganda available to them, friendly relations among nations based upon the purposes and principles of the Charter; (B) To encourage the dissemination of all information designed to give expression to the undoubted desire of all people for peace."

## Two College Presidents Die

North Carolina lost two of its college presidents by death in October.

On October 6, Dr. James E. Shepard, President of North Carolina College, the State's liberal arts college for Negroes, died after a brief illness. He was 73 years old. Dr. Shepard founded and operated the college, which was later taken over and operated as a State institution.

Dr. H. T. Hunter, President of Western Carolina Teachers College, Cullowhee, was found dead in his car on October 10. He was 64 years old. Before going to Cullowhee in 1923, Dr. Hunter was professor of education at Wake Forest College.

## N.C.E.A. to Hold It's Annual Meeting in Asheville

Asheville has been selected for the annual meeting of the North Carolina Education Association, it is announced by Miss Ethel Perkins, Secretary. The dates are April 15, 16, and 17, 1948. It is suggested that hotel reservations be made immediately.

## MAKING TODAY'S NEWS

Reidsville. The Reidsville Classroom Teachers Association honored the superintendent of the city schools, the city school principals and their wives at a banquet here last night. (October 28).—Greensboro News.

Greensboro. Concerted effort on the part of parent-teacher associations to analyze the need of family life studies in Greensboro schools is being conducted through a series of sessions on "responsible parenthood."—Greensboro News.

Asheville. Paul Roth, 17-year-old Asheville high school student, was named yesterday as winner in the Statewide oratorical contest conducted by the Americanism Committee of the North Carolina Junior Chamber of Commerce.—Winston-Salem Journal.

Raleigh. With reports from several of the schools still not in, City School Superintendent Jesse O. Sanderson reported success yesterday (Nov. 9) in the Raleigh Schools' "Book for Germany" campaign.—Raleigh News and Observer.

Winston-Salem. The past, present and future of North Carolina's schools was discussed by Winfield Blackwell, Forsyth County member of the State Legislature, at a meeting of the Forest Park Parent-Teacher Association. Winston-Salem Sentinel.

Watauga. Social leaders from 14 counties met at Appalachian State Teachers College here yesterday (Nov. 15) to participate in one of a series of resource-use education conferences being sponsored all over the State by the North Carolina Department of Public Instruction. Winston-Salem Journal and Sentinel.

Wake. Wake County's white and Negro classroom teachers will consider arts and crafts at general meetings scheduled to begin at 10 this morning (Nov. 10).

Salisbury. J. Melville Broughton of Raleigh, former governor and candidate for United States Senate, last night (Nov. 13) told members of the Rowan County unit of the N.C.E.A. that teachers of North Carolina are justified in their demands for increased salaries.—Salisbury Post.



# NORTH CAROLINA PUBLIC SCHOOL

... Published Monthly by the State Department of Public Instruction ...

# Bulletin

JANUARY, 1948

RALEIGH, NORTH CAROLINA

VOL. XII, No. 4

## State Board Adopts Policy Regarding School Assignment

To implement the law requiring children to attend the school in the district in which they reside unless assigned elsewhere by the State Board of Education, the Board has adopted the following policy regarding school assignments:

1. *Between Two Administrative Units.* The State Board of Education is not disposed to interfere in the attendance of children outside their administrative unit in so long as such attendance is agreeable with the boards of education of the two administrative units involved. If one of the two boards objects to such attendance, then the State Board of Education requires the children involved to attend school in their own district unless the specific case is passed upon to the contrary in an official session of the State Board of Education.

2. *Within County Administrative Units.* Within county administrative units, county boards of education shall assign children to the various schools in so long as changes in bus routes as fixed by the Division of Transportation of the State Board of Education are not required. If bus route changes are required, the county boards of education shall make application, by official resolution, to the Division of Transportation of the State Board of Education. If the requested changes are approved, these changes shall have the effect of reassigning schools for the children involved."

## Board Authorizes Bids for Supplementary Books

Bids were authorized by the State Board of Education on a list of textbooks for supplementary use in the public schools on December 4, 1947.

The list, which was presented by Supt. Clyde A. Erwin, was recommended by a committee of the Department of Public Instruction headed by Dr. J. Henry Highsmith. In accordance with the Board's authorization bids were opened at the meeting of the Board on January 8, 1948.

## Educators Lay Plans For Revising High School Curriculum

■ Nine educators met for three days in the U. S. Office of Education to lay plans for revising the high-school curriculum so as to make it more meaningful to some four million youths who do not plan to go to college nor to prepare themselves for jobs in trades and industries. The members of the Commission on Life Adjustment Education for Youth represent nine national educational organizations.

Benjamin C. Willis, superintendent of schools, Yonkers, N. Y., was elected chairman. At the conclusion of the three-day meeting, Chairman Willis called a press conference at which he said:

"How to provide for the varied needs of all youth, the largest percentage of whom do not plan to go on to college or do not wish to take up a skilled occupation, is the target we hope to hit. In the achievement of this aim the Commission calls for the widest possible co-operative action within every school community. It visualizes programs of action at State and local education levels which should result in the assembling of facts, techniques, procedures and ways of getting useful information which can be made available across the nation.

"We face a new challenge for peace—every youth in school—life adjustment education for each. This Commission, working through the established agencies of education, will do its utmost to point up the problems and will endeavor to act decisively for the benefit of all young people."

Among the first projects of the Commission will be to study the extent to which high schools can retain pupils; to spot pilot schools with good, practical courses and to disseminate information about the work of these pilot schools; and to promote co-operative research bearing on life adjustment problems.

Actively working with the Commission is a steering group composed of Office of Education staff members. These include Galen Jones, director, Secondary Education Division; Raymond Gregory, director, Vocational Education Division; and John Dale Russell, director, Higher Education Division.

According to present plans, the Commission will be in existence for three years.

## National P.-T. A. Board Adopts Defense Statement

A formal statement embodying the ideas of the Board of Managers of the National Congress of Parents and Teachers on the question of national defense was adopted at a meeting on June 5, 1947. This statement will be considered by the various State Congresses and, if approved by 30 of the states, will become an established part of the national program. The text of the statement follows:

"We believe that in this period of international tension, as we work diligently for permanent peace, our nation should maintain a military force capable of going into action in defense of the nation or in fulfillment of our international commitments. We urge a broad program of scientific development and technological application, a co-ordinated intelligence service, a strong up-to-the-minute air force, a strong navy, and an adequate army composed of thoroughly trained, fully equipped men. We urge these rather than a universal military training, which at best could do no more than produce an unmobilized mass of half-trained boys. We consider a program of universal military training to be unjustifiable for purely educational purposes, an obstacle to world understanding and world peace, and an inadequate provision for defending the nation under conditions of modern warfare."

## In This Issue

	Page
Educator Lay Plans for Revising High School Curriculum .....	1
Federal Aid in 1948? .....	3
47,071 Students Enrolled in North Carolina Colleges .....	4
Movement to Improve Rural Education Begins with Ann Arbor.....	12

# NORTH CAROLINA PUBLIC SCHOOL BULLETIN



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VOLUME XII  
NUMBER 4

CLYDE A. ERWIN, *State Superintendent of Public Instruction*  
L. H. JOBE, *Director, Division of Publications, Editor*



JANUARY  
1948

Entered as second-class matter November 22, 1939, at the postoffice at Raleigh, N. C., under the Act of August 24, 1912.

All material herein is released to the press upon receipt.

## Superintendent Erwin Says . . .

We are more and more frequently being asked the question, "Is this a good time to issue bonds and construct new school plant facilities?"

There are three or four considerations entering into the answer to this question:

1. How urgent is the necessity for the new facilities?
2. How much lower are the interest rates than they were at the time the building costs were considered low?
3. How much better is the type of construction that we can get today at the higher costs?

Fire resistant construction is now about as cheap as the so called ordinary masonry construction. This was not so during the "cheap" years.

In cases of rather urgent need, I believe that the importance of good school plants and the relation between rising building costs and declining interest rates answers this question in the affirmative.

The greatly reduced cost of insurance for the more fire resistant type of construction is another important factor to consider in the type of buildings that it seems wise to construct at the present time. When school units issue bonds now, the too often overlooked debt service payments for interest and the large current expenditures for insurance will not be so heavy a burden in the future as they have been in the past.

My opinion is based on contracts for buildings that we have recently let in the State, and is augmented by the opinion of the large number of school administrators and the chief state school officers with whom it has been my privilege to confer within recent weeks.

The most important consideration in this whole problem is the matter of providing modern hygienic classrooms for the children who need them now. I do not believe that we have a right to deny a single child in North Carolina a modern classroom in which to attend school simply because prices are higher than those existing a few years ago. The needs of children for adequate school buildings facilities should be met when those needs arise.

# Editorially Speaking

## FEDERAL AID IN 1948?

**D**ESPITE the increased financial aid provided for public education in the several states by their respective legislatures, the need for Federal aid persists.

A majority of the states which increased State and local aid to schools still pay their teachers salaries of less than \$2,400 annually. Where raises were given the increased cost of living has tended to discount a good part of the raise. According to a spot check by the N.E.A. Research Division, a shortage of good teachers still exists in 13 out of 15 states. Then, too, the teacher-load is much too great in a number of states.

Federal aid is needed, therefore, to remove the inequalities that exist among schools as a result of inadequate support. Furthermore, Federal aid is needed to strengthen the nation for its place in world affairs for an enduring peace.

Congress now has before it bills S472 and HR 2953. If these bills are to become law, the educational leaders and others interested must lend their support to those on the various committees in favor of the measures. More members of the Senate and House must be convinced not only of the need but also that only through Federal aid can the need be fulfilled. And that it should be fulfilled in 1948.

## AIDING OUR ENEMIES

**A**DVOCATES of alien ideologies find strong, potential allies in such threatening circumstances as the following within the United States:

Five million children were without opportunity of becoming well grounded in the foundations of American life because they were not in school at all according to the U. S. census of 1940.

Some communities in some states in 1940 spent 60 times as much for the education of a child as did some other communities in other states.

Ten million adults in 1940 had so little schooling as to be almost illiterate.

Three million of this number had never been enrolled in any school.

Twenty-five per cent of our people over 25 years of age in 1940 had six years or less of schooling.

Educational neglect caused Selective Service in World War II to reject the equivalent of 20 combat divisions, almost as many combat divisions as were deployed in the entire Pacific area during the war.

## DANGEROUS CONDITIONS CONTINUE

**R**IGHT now, in 1947-48, there are: 100,000 teachers employed on emergency substandard certificates—1 in 9 as contrasted with 1 in 200 in 1939-40.

Large shortages of qualified teachers in many states.

Salary schedules so low in many states that often the ablest high school graduates shun teaching as a career.

Not less than 2,000,000 children denied proper instructional opportunities as a direct result of the teacher shortage.

Overcrowded classrooms and heavy teacher load in every state.

Educational slum areas in many states and communities.

Millions of children denied adequate school buildings, equipment, and instructional supplies.

## NATIONAL SECURITY IS AT STAKE

**S**UCH conditions are tragic and dangerous. They provide the kind of soil in which alien ideologies most readily take root and flourish. The state legislatures in 1947 did a commendable job of providing the funds to start the schools back on the road to their pre-war status. Merely to restore the state systems of education to their 1940 status is, however, an illconceived and dangerous objective. The public schools must be lifted far above their 1940 level if this great Republic is to be successful in the drive to make secure the way of free men.

## CONGRESS SHOULD ACT

**I**T IS time for the Federal Government to share in the support of public education which is our greatest bulwark against the "isms" boring within the nation. Federal aid abroad is necessary. It should be provided. But it is the height of folly to expend BILLIONS of dollars to halt the march of Communism abroad and, at the same time, refuse to spend a few MILLIONS to complete the bulwark at home against the same forces in the minds of otherwise neglected and forgotten American children. Without Federal aid for our public schools this job cannot be done. With Federal aid it can be accomplished. Sound national policy calls for action by the Congress at the earliest possible moment. *Legislative News Flash*, December 5, 1947, National Education Association.

*North Carolina is a part of the United States.*



## Principal Sees Results of Guidance Program

Principal D. F. Stillwell of the South Fork School, Forsyth County, lists the following as "deep and lasting results" of the guidance program carried on at his school:

1. Teachers know the cumulative record and how to use it.

2. Children from grade one up are getting some idea of the other man's job.

3. The counselor who has been relieved of one class is busy the entire period. All seniors have been for a conference and more than 40 pupils who are seeking help.

4. There exists a more friendly atmosphere.

5. Less friction exists between pupils and faculty.

6. Two short dramatizations "Miserable Molly" and "My Future and I" have been written by the two upper grade English classes for presentation in Assembly.

7. Community interest is high.

8. Vast amount of information is coming in daily on occupations.

9. Four seniors have decided to enter college and have selected the college.

10. Interest tests have been given to all high school pupils.

11. Guidance books are being read widely.

12. THE REAL TEST. Pupils like this added service and are taking advantage of it.

According to Ella Stephens Barrett, State Supervisor of Occupational Information and Guidance for the State Department of Public Instruction, "Principal Stillwell and his staff are really doing a fine job in the promotion of guidance activities. If we could get more schools to do what South Fork is doing, I'm sure that there would be a great improvement in the services rendered our high school boys and girls."

## Foundation Announces Poster Contest

The 23rd Annual Poster Contest has been announced by the Latham Foundation. The contest is open to children and adults in six groups: (1) grades 1, 2, and 3; (2) grades 4, 5, and 6; (3) grades 7, 8, 9; (4) grades 10, 11, and 12; (5) art schools and colleges; and (6) professionals.

Cash prizes will be awarded in all groups, and scholarships to the winners in groups 4 and 5. Closing date of the contest is March 1, 1948. For rules and regulations write the Latham Foundation, Box 1322, Stanford University, California.

# 47,071 Students Enrolled In North Carolina Colleges 2,968 More Than Last Year

■ Enrollment in North Carolina colleges and universities totals 47,071, according to a survey recently made by Dr. James E. Hillman, Secretary of the North Carolina College Conference. This number is 2,968 or 6.7 per cent more than the 44,103 students enrolled in these institutions last year, Dr. Hillman stated.

"By races the enrollment is as follows: White, 38,500; Negro, 8,440; and Indian, 131. By types of schools, the enrollment is: senior colleges, 41,161; junior colleges, 5,437; and off-campus centers, 473.

"Not counting the students enrolled in the off-campus centers, 69.6 per cent of the white students are men, while 50.9 per cent of the Negro students are men. In the Indian college men constitute 60.3 per cent of the enrollment.

"In the white colleges 49 per cent are veterans; in the Negro colleges, 33 per cent; and in the Indian college, the per cent of veterans is 48. The over-all veteran freshmen enrollment is about 25 per cent of the total freshmen. Within four years the veteran enrollment will be rather small."

The following table shows the enrollment in the various institutions for 1946-47 and 1947-48, together with the increase or decrease during this period:

### ENROLLMENT BY INSTITUTIONS (AS OF OCTOBER FOR EACH YEAR)

Institution	1947-48			Increase or	
	Men	Women	Total	1946-47	Decrease
<b>A. SENIOR COLLEGES—White:</b>					
University, Chapel Hill .....	6,712	958	7,670	6,802	868
State College .....	5,282	51	5,333	4,903	430
Woman's College .....		2,112	2,112	2,108	4
Appalachian .....	558	447	1,005	899	106
East Carolina .....	728	676	1,404	1,213	191
Western Carolina .....	403	148	551	496	55
<b>TOTAL PUBLIC .....</b>	<b>13,633</b>	<b>4,392</b>	<b>18,075</b>	<b>16,421</b>	<b>1,654</b>
Atlantic Christian .....	336	187	523	394	129
Black Mountain .....	46	44	90	91	—1
Catawba .....	575	212	787	676	111
Davidson .....	978	1	979	910	69
Duke .....	3,520	1,370	4,890	4,794	96
Elon .....	561	148	709	618	91
Flora Macdonald .....	3	309	312	278	34
Greensboro .....	3	402	405	400	5
Guilford .....	440	152	592	561	31
High Point .....	612	208	820	775	45
Lenoir Rhyne .....	602	242	844	760	84
Meredith .....	1	577	578	535	43
Montreat .....		206	206	204	2
Queens .....	28	439	467	426	41
Salem .....	45	345	390	380	10
Wake Forest .....	1,703	297	2,000	1,540	460
<b>TOTAL PRIVATE .....</b>	<b>9,453</b>	<b>5,139</b>	<b>14,592</b>	<b>13,342</b>	<b>1,250</b>
<b>TOTAL SENIOR—White .....</b>	<b>23,136</b>	<b>9,531</b>	<b>32,667</b>	<b>29,763</b>	<b>2,904</b>
<b>SENIOR COLLEGES—Negro:</b>					
Agricultural and Technical .....	2,176	572	2,748	2,170	578
North Carolina .....	496	402	938	928	30
Elizabeth City .....	78	411	489	478	11
Fayetteville .....	150	435	585	600	—15
Winston-Salem .....	166	318	484	556	—72
<b>TOTAL PUBLIC .....</b>	<b>3,066</b>	<b>2,198</b>	<b>5,264</b>	<b>4,732</b>	<b>532</b>
Barber Scotia .....		151	151	152	—1
Bennett .....		485	485	469	16
Johnson C. Smith .....	475	336	811	851	—40
Livingstone .....	166	219	385	375	10
Shaw .....	368	457	825	776	49
St. Augustine's .....	174	268	442	371	71
<b>TOTAL PRIVATE .....</b>	<b>1,183</b>	<b>1,916</b>	<b>3,099</b>	<b>2,994</b>	<b>105</b>
<b>TOTAL SENIOR—Negro .....</b>	<b>4,249</b>	<b>4,114</b>	<b>8,363</b>	<b>7,726</b>	<b>637</b>

## SENIOR COLLEGES—Indian:

Pembroke .....	79	52	131	122	9
TOTAL SENIOR COLLEGES.....	27,464	13,697	41,161	37,611	3,550

## B. JUNIOR COLLEGES—White:

Asheville-Biltmore .....	259	43	302	243	59
Wilmington .....	125	15	140	.....	140
TOTAL PUBLIC .....	384	58	442	243	199
Belmont Abbey* .....	175	.....	175	302	-127
Brevard .....	318	131	449	425	24
Campbell .....	424	113	537	383	154
Edwards Military Institute .....	30	.....	30	41	-11
Gardner-Webb .....	257	121	378	295	-17
Lees-McRae .....	114	99	213	193	20
Louisburg .....	251	79	330	365	-35
Mars Hill .....	557	463	1,020	902	118
Mitchell .....	86	121	207	127	80
Oak Ridge* .....	88	.....	88	235	-147
Peace* .....	.....	257	257	303	-46
Pfeiffer .....	197	139	336	290	46
Pineland .....	.....	15	15	16	-1
Presbyterian* .....	251	7	258	502	-244
Sacred Heart .....	.....	52	52	52	.....
St. Genevieve .....	.....	86	86	40	46
St. Mary's .....	1	183	184	170	14
Warren Wilson .....	27	28	55	47	8
Wingate* .....	189	81	270	314	-44
TOTAL PRIVATE .....	2,965	1,975	4,940	5,102	-162
TOTAL JUNIOR—White .....	3,349	2,033	5,382	5,345	37

## JUNIOR COLLEGE—Negro:

Immanuel Lutheran* .....	35	20	55	144	-89
TOTAL JUNIOR COLLEGES .....	3,384	2,053	5,437	5,489	-52
TOTAL SENIOR AND JUNIOR COLLEGES .....	30,848	15,750	46,598	43,100	3,498

## C. OFF-CAMPUS CENTERS—White: †

Albemarle .....	.....	.....	.....	35	-35
Burlington .....	.....	.....	.....	43	-43
Burnsville .....	.....	33	32	1	.....
Charlotte .....	.....	302	272	30	.....
Fayetteville .....	.....	25	61	-36	.....
Gastonia .....	.....	26	76	-50	.....
Goldboro .....	.....	.....	39	-39	.....
Greensboro .....	.....	65	48	17	.....
Hendersonville .....	.....	.....	45	-45	.....
Murphy .....	.....	.....	32	-32	.....
Rocky Mount .....	.....	.....	74	-74	.....
Wilmington .....	.....	.....	192	-192	.....
TOTAL WHITE .....	.....	.....	451	949	-498
OFF-CAMPUS CENTERS—Negro: †	.....	.....	.....	.....	.....
Asheville .....	.....	.....	.....	32	-32
Wilmington .....	.....	.....	22	22	.....
TOTAL NEGRO .....	.....	.....	22	54	-32
TOTAL OFF-CAMPUS .....	.....	.....	473	1,003	-530

## D. SUMMARY:

White students .....	38,049	35,108	2,941
Negro students .....	8,418	7,870	548
Indian students .....	131	122	9
TOTAL IN INSTITUTIONS .....	46,598	43,100	3,498
OFF-CAMPUS CENTERS .....	473	1,003	-530
GRAND TOTAL .....	47,071	44,103	2,968

\*High school students included in 1946-47; no high school students in 1947-48.

†Mostly men.

## Radio Scripts on German Problem Available

How can we make sure that Germany will not be the cause of a third world war? A new series of 15-minute radio scripts on the problem of postwar Germany is the theme.

The series will present in vivid, dramatic form the background of German history, the rise of militarism, and the reasons underlying Germany's two attempts at world conquest. In order that each script may be timely, the series will be released at intervals throughout the year, beginning about October 1.

The scripts can be used on or off the air. They make ideal program material for club meetings, school assemblies, radio workshops, community centers, church organizations, and veterans groups.

For free copies, write the Radio Department, Society for the Prevention of World War III, 515 Madison Avenue, New York 22, N. Y.

## "Great Books" Program Makes Beginning in State

Revised and increased interest in the old classics, which is the program of the Great Books Foundation, received its first impetus in North Carolina at a recent luncheon at North Carolina State College. Some fifty guests of the college heard representatives from the University of Chicago explain Chancellor Robert M. Hutchins' new cultural drive. This "Plato-for-the masses" movement is designed as a means of stimulating adult reading and discussion groups to equip themselves "to better understand life today."

The program, which calls for a four-year reading sequence of great books, has been carried on experimentally in Chicago for three years and its success there has already caused the movement to spread to 17 United States cities.

The Great Books Foundation is interested not only in encouraging good reading but also in promoting better thinking, and to that end proposes a training course for prospective seminar leaders.

Life magazine, in its report on the movement, has this to say: "The great-books groups read both sides—and sometimes more—of every historic issue. Hutchins & Co. hold that if men are fit to govern themselves, they are fit to think for themselves."

Schools interested in organizing such discussion groups should write The Great Books Foundation, Box NN, Chicago 90, Illinois.

## Education Commission Begins Study

■ More than 250 professional and lay men and women from every section of North Carolina met in Raleigh on Monday, November 17, to begin a study of the educational facilities of the State.

The 250 persons compose 15 study and advisory committees, each of which will devote its attentions for the next several months to a particular phase of education in this State. The results of the work of each study and advisory group and their suggestions will be presented next fall to the State Education Commission, under whose plans and supervision the 15 committees will operate. The Commission itself was authorized by the 1947 General Assembly to study all phases of education within the State.

Since that time, the Commission, headed by R. Grady Rankin of Gastonia, has divided its work into 15 fields, and has assigned a professional-lay study and advisory committee to study the problems in each field and present their findings to the Commission. In addition, the Commission has obtained the services of numerous technical and professional people from outside the State to serve as consultants. Dr. Edgar L. Morphet of the State Department of Education in Florida is chief consultant. Work of the entire project is being co-ordinated by W. H. Plemmons, executive secretary of the Commission. The Commission will assemble results of the work and the recommendations of the 15 study and advisory committees and prepare and present the report and recommendations to the Governor and 1949 General Assembly.

Nine counties of North Carolina and the seven city administrative units within these counties have been selected for intensive study. They are: Brunswick County, Wilson County, Wilson, Elm City, Northampton County, Orange County, Chapel Hill, Guilford County, Greensboro, High Point, Wilkes County, North Wilkesboro, Swain County, Sampson County, and Clinton.

The 15 fields of study with the chairman of each group are as follows:

Organization and Administration, O. Arthur Kirkman of High Point.

Committee on Finance, Arch T. Allen, Jr., Raleigh.

School Transportation, J. J. Tarlton, Rutherfordton.

School Plants, M. T. Lambeth, Statesville.

Teacher Education, W. M. Jenkins, Durham.

Instructional Personnel, M. O. Zelle Causey, Greensboro.

Instructional Program, W. Theo Dalton, Greensboro.

### Slidefilms Available

In order to co-operate with the schools to the greatest possible extent in setting up their slide-film library, Young America Films is making a special "Package" offer of the new Viewlex slidefilm and 2x2 slide projector and an initial supply of slidefilms. The total price of the Viewlex projector and \$30.00 worth of slidefilms is \$79.50.

Slidefilms available are on such subjects as Federal Government, Health, Living Safely, Transportation and Communication, United Nations, and familiar classic children's stories.

The Viewlex projector was especially designed for classroom use, having a simplified threading device and positive framing. It eliminates film damage, and is equipped with an aspheric lens, providing brilliant screen illumination.

Young America Films also has for distribution approximately fifty 16mm films on the subjects of Arithmetic, Elementary Science, Health, Personal Guidance, Physical Education, Safety and Social Studies. For free Film Catalog and other information write to Young America Films, Inc., 18 East 41st Street, New York, New York.

Elementary Education, Mrs. Gussie Parker, Clinton.

Secondary Education, T. T. Hamilton, Jr., Wilmington.

Pupil Personnel and Personnel Services, I. E. Ready, Roanoke Rapids.

Instructional Materials, M. E. Yount, Graham.

Adult Education, Mrs. T. Fred Henry, Salisbury.

Education of Exceptional Children, W. J. Bullock, Kannapolis.

Vocational Education, Harry B. Caldwell, Greensboro.

Resources, Dr. S. H. Hobbs, Jr., Chapel Hill.

## Hillman Requests Information On Colleges for 1947-48

Dr. James E. Hillman, Secretary-Treasurer of the North Carolina College Conference, recently sent out a request to institutions of higher learning in the State for enrollments, number of faculty members, salaries paid, library and teaching load for the year 1947-48.

According to Dr. Hillman this information is to serve two primary purposes: (1) to be used as the basis of accrediting the institution for the current year, and (2) to show the degree to which the colleges are now able to take care of all qualified students who desire to be admitted.

## High School Graduates May Join Cadet Corps

High school graduates and seniors scheduled to be graduated from high school in June, 1948, may qualify for an appointment as a Cadet-Midshipman in the U. S. Merchant Marine Cadet Corps.

Those who qualify and receive appointments as Cadet-Midshipmen, receive a four-year course combining training along professional lines for a career in the Merchants Marine with a college education. Cadet-Midshipmen receive food, quarters and pay of at least \$65 per month.

The four-year course consists of three years at the Academy and one year at sea. The courses of study at the Academy are all on a college level. These include professional subjects, such as marine engineering, navigation, electricity, ship construction, naval science, and tactics, and also, courses in economics, business administration, languages, history, science, etc. An act of Congress authorizes the Academy to award a Bachelor of Science degree to its graduates when the Academy is accredited by the Association of American Universities.

It is recommended that those interested in applying for the educational and career opportunities offered by the Cadet Corps seek advice and additional information from the vocational guidance counselor. Application forms for the April examination, catalogues and complete information may also be obtained from: Deputy Supervisor, U. S. Merchant Marine Cadet Corps, U. S. Maritime Commission, Training Division, Washington 25, D. C.



## Church Council Sponsors Drive for Clothes

A Statewide campaign for the collection of clothing, shoes, bedding and other materials is being sponsored by the North Carolina Council of Churches.

This drive, which has for its slogan, "Fill a Ship With Friendship," will be conducted during the week of January 25-31. It has for its goal an average of a pound of goods from every person in the State. Goods collected will be shipped to the Church World Service Center at New Windsor, Maryland, for packing and shipping.

The State has been organized with workers in each county. According to Ruth Elliott, Overseas Relief Consultant for the Council, articles most needed are clothing of all kinds, especially men's suits and coats, and babies and children's garments. Shoes for people of all ages and bedding are also needed. Smaller things, such as unbreakable toys and games for children, soap, and unbreakable tableware and kitchen utensils are also wanted. All articles should be in usable condition, with shoes tied in pairs.

Last year, Miss Elliott states, North Carolinians gave more than 500,000 pounds of goods to this cause, leading the nation in this respect.

Information on the drive, names of county chairman, films and other materials, may be secured from the North Carolina Council of Churches, College Station, Durham.

## Graduate Certificates Show Increase

Teachers and principals holding graduate certificates tend to increase, figures recently compiled in the office of the State Superintendent of Public Instruction show.

In 1942-43, these figures show, there were employed 430 white teachers, 49 Negro teachers, 100 white principals and 25 Negro principals, a total of 604, who qualified for the graduate certificate. In 1946-47 these numbers were: 493 white teachers, 190 Negro teachers, 167 white principals, and 66 Negro principals, a total of 916.

One requirement for the graduate certificate is a Master's degree. A few teachers and principals have a Master's degree, but do not meet the other requirements for the graduate certificate. These persons hold Class A certificates.

# Colleges Hold Conference On Resource-Use Education

■ Resource-Use education conferences will be held at East Carolina Teachers College on January 31 and at Woman's College, University of North Carolina, on February 7, it is announced by Dr. Richard L. Weaver, Program Director for the Resource-Use Education Commission. Conferences were held at Western Carolina Teachers College and Appalachian State Teachers College last fall, Dr. Weaver said.

These conferences grew out of plans formulated at the North Carolina Conference of the Southern States Work Conference committees held in Chapel Hill last August.

The program agreed upon consisted of:

1. The selection of six teacher-training institutions to serve as college centers for resource-use education.

2. The establishment of faculty committees in each of the institutions.

3. The establishment of area advisory committees representing various agencies in the area around the college center.

4. The selection of five to ten public schools which would serve as participating schools in experimenting with various phases of the resource-use education program.

The six teacher-training schools invited to be centers, and which agreed to serve are: Western Carolina Teachers College, Appalachian State Teachers College, East Carolina Teachers College, Elizabeth City State Teachers College, Woman's College, U.N.C.; North Carolina College at Durham, Shaw University and St. Augustine's College, the last two serving as one unit.

Faculty committees are usually organized by having the president of the institution appoint them, or appoint a chairman who then selects his committee.

To these conferences are invited superintendents and principals from the schools in the ten or twelve counties surrounding the institution; the commissioners of welfare; commissioners of health; agricultural extension agents; forestry and soil conservation personnel; representatives of industry, the church, the press and all other agencies in the area interested in resource use. At these conferences, the State Superintendent of Public Instruction and one other outstanding leader in resource-use education explains the program and its importance to the public schools and to the colleges. The dean or president of the college presents the ways in which the institution can participate in the program. Representatives of the various agencies indicate how their work fits in with the resource-use education program. Area

committees to advise and consult with the faculty committees are organized. The participating schools offer themselves as demonstration schools. Meetings of the combined faculty and area committees are held to formulate the plans for the area to assist in channeling help into the college center and into the participating schools.

So far, the plans which have been made by those centers already organized include such things as:

1. Educational conferences on the campuses of the college centers, specializing in such things as forestry, soil conservation, health education, visual education, guidance and community planning.

2. Summer workshops in resource-use education for two to six weeks with some special ones in various phases of resource-use education, such as guidance, health education or visual education.

3. County professional training institutes for teachers sponsored jointly by the college center, the State committee, and the various agencies within the area.

4. Special emphasis on some phase of resource-use education in the various participating schools with the help of the appropriate agencies, that is, one school concentrating on forestry, another community planning, another guidance, and another visual education.

5. Several of the college centers are contemplating becoming area materials and visual education distribution centers.

6. Establishment of field service or extension service from the college centers or implementation of present activities.

7. An evaluation of the present courses in pre-service education at the college centers to see how resource-use education can be strengthened at the institution.

## N.C.T.A. Meets Mar. 25-27

The North Carolina Teachers Association will meet in Raleigh, March 25-27, it is announced by W. L. Greene, Executive Secretary. A program is being arranged, Mr. Green stated, concerning which announcement will be made later.

# STATE SCHOOL FACTS

## CURRENT EXPENSE

### Current Expense

Current expense is that part of school expenditures devoted to the operation of the schools. As the tables below show, it includes six objects: general control, instructional service, operation of plant, maintenance of plant, fixed charges and auxiliary agencies.

Table II shows the items for each of these objects and the amounts expended for these objects and items for four years: 1934-35, 1939-40, 1944-45 and 1945-46. Table III shows expenditures by objects for the past 20 years, from 1926-27 to 1945-46. This table shows also the source of the total expended each year and the percentage from State sources. Table I shows the percentage expenditure for each object for certain selected years.

Table I

- This table indicates:
1. That the percentage of expenditure for general control tends to decrease.
  2. That the percentage for operation of plant has also decreased.
  3. That the percentage for auxiliary agencies has increased.
  4. That there is a definite tendency

1944-45. Nearly \$3 million was expended for lunchrooms, the greater portion of which came from Federal funds. New textbooks (under Instructional Service) and replacement of textbooks (under Auxiliary Agencies) accounted for nearly \$1 million of the 1945-46 expenditure. The greater portion of the total, however, was used in the payment of teachers' and principals' salaries, including more than \$2 million for vocational education. The transportation system (under Auxiliary Agencies) cost \$3,688,809.59 in 1945-46. Janitors received approximately \$1.5 million of the total.

Table III

This table is presented in order to show the year by year expenditure for each of the objects of current expense for the past twenty years.

The following are significant:

1. The depression period is clearly indicated by the smaller expenditures.
2. The trend is for greater expenditures since the low point in 1933-34.
3. The total expenditure of 1945-46 is more than double that of 1926-27 and

## II. CURRENT EXPENSE FOR PUBLIC SCHOOLS, 1934-35 to 1945-46

Objects and Items of Expenditure	BY OBJECTS			
	1934-35	1939-40	1944-45	1945-46
General Control.....	\$ 620,785.30	\$ 932,130.62	\$ 1,418,302.71	\$ 1,566,736.86
Instructional Service.....	14,321,348.17	24,819,583.50	36,366,311.60	42,404,725.51
Operation of Plant.....	1,011,067.94	1,579,150.64	2,626,435.60	2,717,290.83
Maintenance of Plant.....	947,887.17	1,170,026.25	1,881,586.09	2,078,182.74
Fixed Charges.....	330,581.82	455,197.55	671,031.93	731,876.94
Auxiliary Agencies.....	2,022,831.87	3,088,274.96	7,124,463.09	7,472,143.24
Total.....	\$19,254,098.07	\$32,041,332.56	\$59,088,163.06	\$66,970,455.22
White.....	13,676,948.99	25,538,247.87	37,619,594.18	42,616,317.13
Negro.....	5,577,149.08	6,503,084.69	11,468,568.88	14,354,138.09
BY ITEMS				
General Control:				
Salaries, Supts.....	\$ 319,128.96	\$ 504,875.88	\$ 699,102.68	\$ 771,576.14
Travel, Supts.....	43,785.74	63,162.76	77,669.75	82,873.22
Clerical assistance.....	131,968.96	210,852.60	413,000.76	461,233.93
Office expense.....	44,972.27	60,911.35	80,667.29	94,146.98
Board of Education.....	18,298.83	31,201.41	33,430.47	36,975.33
Attendance, audi, etc.....	63,531.54	61,126.66	114,432.71	119,827.86
Total.....	\$ 620,785.30	\$ 932,130.62	\$ 1,418,302.71	\$ 1,566,736.86
White.....	430,074.66	653,730.11	987,521.54	1,090,449.92
Negro.....	182,711.64	278,400.55	430,781.17	476,286.94
Instructional Service:				
Salaries, elemen- tary teachers.....	W- 7,527,409.83	\$11,735,673.62	\$17,042,438.32	\$19,764,835.25
N- 2,855,759.69	4,126,462.79	7,796,488.49	9,310,925.30	9,310,925.30
Salaries, high school teachers.....	W- 2,279,635.57	4,343,332.50	4,438,431.65	5,146,662.86
N- 324,199.66	758,384.65	1,062,481.76	1,225,695.33	1,225,695.33
Salaries, principals and supervisors.....	W- 1,053,892.24	1,750,872.90	2,426,603.34	2,773,937.79
N- 156,892.89	334,116.29	648,652.24	773,937.42	824,437.42
Instructional supplies.....	W- 74,190.71	162,900.44	31,152.78	91,320.84
N- 10,387.01	1,101.06	152,349.06	434,710.75	434,710.75
Free textbooks.....	3,703.33	35,876.24	75,129.17	87,667.88
Salaries, clerks.....	524,686.36	1,773,138.68	2,116,404.52	2,367,975.04
Vocational education.....	10,771.82	20,171.37	25,850.93	31,884.02
Other.....				
Total.....	\$14,321,348.17	\$24,819,583.50	\$36,366,311.60	\$42,404,725.51
White.....	11,435,660.04	19,385,582.49	26,108,182.21	30,366,377.49
Negro.....	2,885,688.13	5,434,000.01	10,258,129.39	12,048,348.02
Operation of Plant:				
Janitors and helpers.....	\$ 379,136.73	\$ 615,927.10	\$ 1,186,179.18	\$ 1,497,354.67

about the same for the years indicated.

Table II

This table indicates the much larger expenditures for the various objects and items in the operation of the public schools in 1945-46 as compared with each of three preceding years. As this table further shows there has been an increase in practically every item. Attention is called to several new items as follows: Free textbooks in 1939-40, operation of teacherages in 1944-45, and lunchrooms and national defense in low point in 1933-34.

### I. PERCENTAGE CURRENT EXPENSE BY OBJECTS

Objects	1939-40	1944-45	1939-40	1941-42	1943-44	1944-45	1945-46
General Control.....	4.6	3.2	2.9	2.8	2.9	2.8	2.7
Instructional Service.....	75.1	74.4	77.5	74.9	75.8	72.7	74.5
Operation of Plant.....	6.3	5.3	4.9	5.1	5.3	5.2	4.8
Maintenance of Plant.....	2.9	4.9	3.7	3.5	3.5	3.3	3.6
Fixed Charges.....	1.4	1.7	1.4	1.6	1.4	1.3	1.3
Auxiliary Agencies.....	9.7	10.5	9.6	12.1	11.1	14.2	13.1
Total.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0
White.....	85.5	82.1	79.7	78.3	76.0	75.2	74.8
Negro.....	14.5	17.9	20.3	21.7	24.0	24.8	25.2

### III. CURRENT EXPENSE BY OBJECTS—20 Years, 1926-27 to 1945-46

Year	General Control	Instructional Service	Operation of Plant	Maintenance of Plant	Fixed Charges	Auxiliary Agencies	Total	State	Local*	Percentage State Funds
1926-27	\$1,341,952.24	\$19,652,734.63	\$1,616,866.27	\$749,614.06	\$370,925.64	\$1,823,875.83	\$25,565,974.73	\$1,934,164.22	\$23,631,810.51	7.6
1927-28	1,378,905.52	20,523,734.12	1,658,460.25	697,264.39	308,151.75	2,014,170.37	26,580,686.40	3,634,915.17	22,945,771.23	13.7
1928-29	1,342,348.17	17,655,018.26	1,658,460.25	826,165.37	352,245.42	2,294,430.21	27,861,551.85	3,683,299.78	24,178,252.07	13.2
1929-30	1,322,865.92	17,716,733.59	1,831,171.59	738,108.55	295,738.33	2,608,877.99	28,515,583.04	6,541,336.10	21,974,246.94	23.3
1930-31	1,322,865.92	17,716,733.59	1,831,171.59	738,108.55	295,738.33	2,608,877.99	28,515,583.04	6,541,336.10	21,974,246.94	23.3
1931-32	1,081,910.78	18,518,277.83	1,387,585.11	488,076.03	322,988.07	2,269,664.34	24,045,617.18	17,023,679.92	7,021,937.26	44.6
1932-33	1,074,524.64	18,518,277.83	1,387,585.11	488,076.03	322,988.07	2,269,664.34	24,045,617.18	17,023,679.92	7,021,937.26	44.6
1933-34	1,074,524.64	18,518,277.83	1,387,585.11	488,076.03	322,988.07	2,269,664.34	24,045,617.18	17,023,679.92	7,021,937.26	44.6
1934-35	650,763.30	14,321,638.12	1,001,067.94	547,187.17	339,981.63	2,022,831.87	19,525,008.07	17,138,565.76	2,386,442.31	89.0
1935-36	783,407.95	18,069,698.12	1,185,945.13	1,060,040.03	354,407.93	2,629,841.63	23,824,040.79	20,508,321.44	3,315,719.35	86.8
1936-37	800,932.11	18,518,277.83	1,387,585.11	1,127,520.67	397,318.15	2,458,225.93	25,550,072.36	21,715,667.35	3,834,405.01	85.0
1937-38	800,932.11	18,518,277.83	1,387,585.11	1,127,520.67	397,318.15	2,458,225.93	25,550,072.36	21,715,667.35	3,834,405.01	85.0
1938-39	888,455.99	23,900,440.99	1,478,911.14	1,137,560.90	432,238.36	2,660,665.65	30,811,279.03	25,951,423.10	4,860,855.93	84.2
1939-40	932,130.66	24,815,583.50	1,579,150.64	1,170,026.25	455,197.55	3,088,271.96	32,044,382.66	26,907,629.97	5,136,752.69	84.0
1940-41	1,024,411.11	27,155,518.21	1,883,549.36	1,206,028.45	444,488.10	3,479,175.59	34,634,773.57	28,884,476.96	5,750,296.61	84.5
1941-42	1,024,411.11	27,155,518.21	1,883,549.36	1,206,028.45	444,488.10	3,479,175.59	34,634,773.57	28,884,476.96	5,750,296.61	84.5
1942-43	1,107,813.31	30,152,936.43	2,081,724.52	1,332,855.21	661,001.70	3,895,456.13	38,045,596.13	33,483,529.15	4,562,066.98	83.9
1943-44	1,380,705.94	35,868,479.13	2,453,810.98	1,614,744.88	668,428.53	4,169,448.23	46,644,645.69	40,165,319.51	6,479,326.18	86.1
1944-45	1,566,735.86	42,400,235.50	2,717,320.63	1,831,588.99	731,933.83	4,724,445.69	50,885,101.02	44,322,990.18	6,562,110.84	86.5
1945-46	1,566,735.86	42,400,235.50	2,717,320.63	1,831,588.99	731,933.83	4,724,445.69	50,885,101.02	44,322,990.18	6,562,110.84	86.5

\*Includes Federal and philanthropic funds.

Year	General Control	Instructional Service	Operation of Plant	Maintenance of Plant	Fixed Charges	Auxiliary Agencies	Total	State	Local*	Percentage State Funds
1926-27	\$1,341,952.24	\$19,652,734.63	\$1,616,866.27	\$749,614.06	\$370,925.64	\$1,823,875.83	\$25,565,974.73	\$1,934,164.22	\$23,631,810.51	7.6
1927-28	1,378,905.52	20,523,734.12	1,658,460.25	697,264.39	308,151.75	2,014,170.37	26,580,686.40	3,634,915.17	22,945,771.23	13.7
1928-29	1,342,348.17	17,655,018.26	1,658,460.25	826,165.37	352,245.42	2,294,430.21	27,861,551.85	3,683,299.78	24,178,252.07	13.2
1929-30	1,322,865.92	17,716,733.59	1,831,171.59	738,108.55	295,738.33	2,608,877.99	28,515,583.04	6,541,336.10	21,974,246.94	23.3
1930-31	1,322,865.92	17,716,733.59	1,831,171.59	738,108.55	295,738.33	2,608,877.99	28,515,583.04	6,541,336.10	21,974,246.94	23.3
1931-32	1,081,910.78	18,518,277.83	1,387,585.11	488,076.03	322,988.07	2,269,664.34	24,045,617.18	17,023,679.92	7,021,937.26	44.6
1932-33	1,074,524.64	18,518,277.83	1,387,585.11	488,076.03	322,988.07	2,269,664.34	24,045,617.18	17,023,679.92	7,021,937.26	44.6
1933-34	1,074,524.64	18,518,277.83	1,387,585.11	488,076.03	322,988.07	2,269,664.34	24,045,617.18	17,023,679.92	7,021,937.26	44.6
1934-35	650,763.30	14,321,638.12	1,001,067.94	547,187.17	339,981.63	2,022,831.87	19,525,008.07	17,138,565.76	2,386,442.31	89.0
1935-36	783,407.95	18,069,698.12	1,185,945.13	1,060,040.03	354,407.93	2,629,841.63	23,824,040.79	20,508,321.44	3,315,719.35	86.8
1936-37	800,932.11	18,518,277.83	1,387,585.11	1,127,520.67	397,318.15	2,458,225.93	25,550,072.36	21,715,667.35	3,834,405.01	85.0
1937-38	800,932.11	18,518,277.83	1,387,585.11	1,127,520.67	397,318.15	2,458,225.93	25,550,072.36	21,715,667.35	3,834,405.01	85.0
1938-39	888,455.99	23,900,440.99	1,478,911.14	1,137,560.90	432,238.36	2,660,665.65	30,811,279.03	25,951,423.10	4,860,855.93	84.2
1939-40	932,130.66	24,815,583.50	1,579,150.64	1,170,026.25	455,197.55	3,088,271.96	32,044,382.66	26,907,629.97	5,136,752.69	84.0
1940-41	1,024,411.11	27,155,518.21	1,883,549.36	1,206,028.45	444,488.10	3,479,175.59	34,634,773.57	28,884,476.96	5,750,296.61	84.5
1941-42	1,024,411.11	27,155,518.21	1,883,549.36	1,206,028.45	444,488.10	3,479,175.59	34,634,773.57	28,884,476.96	5,750,296.61	84.5
1942-43	1,107,813.31	30,152,936.43	2,081,724.52	1,332,855.21	661,001.70	3,895,456.13	38,045,596.13	33,483,529.15	4,562,066.98	83.9
1943-44	1,380,705.94	35,868,479.13	2,453,810.98	1,614,744.88	668,428.53	4,169,448.23	46,644,645.69	40,165,319.51	6,479,326.18	86.1
1944-45	1,566,735.86	42,400,235.50	2,717,320.63	1,831,588.99	731,933.83	4,724,445.69	50,885,101.02	44,322,990.18	6,562,110.84	86.5
1945-46	1,566,735.86	42,400,235.50	2,717,320.63	1,831,588.99	731,933.83	4,724,445.69	50,885,101.02	44,322,990.18	6,562,110.84	86.5

Year	General Control	Instructional Service	Operation of Plant	Maintenance of Plant	Fixed Charges	Auxiliary Agencies	Total	State	Local*	Percentage State Funds
1926-27	\$1,341,952.24	\$19,652,734.63	\$1,616,866.27	\$749,614.06	\$370,925.64	\$1,823,875.83	\$25,565,974.73	\$1,934,164.22	\$23,631,810.51	7.6
1927-28	1,378,905.52	20,523,734.12	1,658,460.25	697,264.39	308,151.75	2,014,170.37	26,580,686.40	3,634,915.17	22,945,771.23	13.7
1928-29	1,342,348.17	17,655,018.26	1,658,460.25	826,165.37	352,245.42	2,294,430.21	27,861,551.85	3,683,299.78	24,178,252.07	13.2
1929-30	1,322,865.92	17,716,733.59	1,831,171.59	738,108.55	295,738.33	2,608,877.99	28,515,583.04	6,541,336.10	21,974,246.94	23.3
1930-31	1,322,865.92	17,716,733.59	1,831,171.59	738,108.55	295,738.33	2,608,877.99	28,515,583.04	6,541,336.10	21,974,246.94	23.3
1931-32	1,081,910.78	18,518,277.83	1,387,585.11	488,076.03	322,988.07	2,269,664.34	24,045,617.18	17,023,679.92	7,021,937.26	44.6
1932-33	1,074,524.64	18,518,277.83	1,387,585.11	488,076.03	322,988.07	2,269,664.34	24,045,617.18	17,023,679.92	7,021,937.26	44.6
1933-34	1,074,524.64	18,518,277.83	1,387,585.11	488,076.03	322,988.07	2,269,664.34	24,045,617.18	17,023,679.92	7,021,937.26	44.6
1934-35	650,763.30	14,321,638.12	1,001,067.94	547,187.17	339,981.63	2,022,831.87	19,525,008.07	17,138,565.76	2,386,442.31	89.0
1935-36	783,407.95	18,069,698.12	1,185,945.13	1,060,040.03	354,407.93	2,629,841.63	23,824,040.79	20,508,321.44	3,315,719.35	86.8
1936-37	800,932.11	18,518,277.83	1,387,585.11	1,127,520.67	397,318.15	2,458,225.93	25,550,072.36	21,715,667.35	3,834,405.01	85.0
1937-38	800,932.11	18,518,277.83	1,387,585.11	1,127,520.67	397,318.15	2,458,225.93	25,550,072.36	21,715,667.35	3,834,405.01	85.0
1938-39	888,455.99	23,900,440.99	1,478,911.14	1,137,560.90	432,238.36	2,660,665.65	30,811,279.03	25,951,423.10	4,860,855.93	84.2
1939-40	932,130.66	24,815,583.50	1,579,150.64	1,170,026.25	455,197.55	3,088,271.96	32,044,382.66	26,907,629.97	5,136,752.69	84.0
1940-41	1,024,411.11	27,155,518.21	1,883,549.36	1,206,028.45	444,488.10	3,479,175.59	34,634,773.57	28,884,476.96	5,750,296.61	84.5
1941-42	1,024,411.11	27,155,518.21	1,883,549.36	1,206,028.45	444,488.10	3,479,175.59	34,634,773.57	28,884,476.96	5,750,296.61	84.5
1942-43	1,107,813.31	30,152,936.43	2,081,724.52	1,332,855.21	661,001.70	3,895,456.13	38,045,596.13	33,483,529.15	4,562,066.98	83.9
1943-44	1,380,705.94	35,868,479.13	2,453,810.98	1,614,744.88	668,428.53	4,169,448.23	46,644,645.69	40,165,319.51	6,479,326.18	86.1
1944-45	1,566,735.86	42,400,235.50	2,717,320.63	1,831,588.99	731,933.83	4,724,445.69	50,885,101.02	44,322,990.18	6,562,110.84	86.5
1945-46	1,566,735.86	42,400,235.50	2,717,320.63	1,831,588.99	731,933.83	4,724,445.69	50,885,101.02	44,322,990.18	6,562,110.84	86.5

Year	General Control	Instructional Service	Operation of Plant	Maintenance of Plant
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## What Is Guidance?

Here are some good definitions:

1. "Vocational Guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it." "Educational Guidance is the conscious effort to assist in the intellectual and personal growth of the individual."

2. "Guidance is a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school and to life."

3. "Guidance is a part of all education and an essential part. Guidance deals with choices, adjustments, with interpretations. Wherever choices, adjustments and interpretations are to be made and wherever individual needs help in making choices, adjustments, interpretations, there is guidance."

4. "Guidance is the process of acquainting the individual with various ways in which he may discover and use his natural endowment, enhanced by special training from any sources, so he may live and make a living to the best advantage to himself and to society."

5. "Guidance refers to that part of the school program which is most concerned with assisting the individual to become more effectively orientated to his present situation, and to more carefully plan his future in terms of his needs, interests, abilities, opportunities and social responsibilities."

## New Law Cited; When Tuition May Be Charged

"School children shall attend school within the district in which they reside unless assigned elsewhere by the State Board of Education."

This is one of the new laws enacted by the General Assembly of 1947. The original law, section 153-52, still stands, however, and reads as follows:

"It shall be within the discretion of the State Board of Education, wherever it shall appear to be more economical for the efficient operation of the schools, to transfer children living in one administrative unit or district to another administrative unit or district for the full term of such school without the payment of tuition: Provided, that sufficient space is available in the buildings of such unit or district to which the said children are transferred: Provided further, the provision as to the non-payment of tuition shall not apply to children who have not been transferred as set out in this section."

## School Building Costs to Rise

School plant construction costs, according to *Educators' Washington Dispatch*, "will edge upward about 5 to 8 per cent over present leads" the second half of 1947.

The hike in steel prices from \$5 to \$10 per ton will cause the price of nails, pipe, hardware, steel girders and heating equipment to increase. Add to this the rise in price of lower grades of lumber, the high level of demand, and possible increase in freight rates and the tightening of the freight car situation—all make a pretty bad picture.

Construction costs are now approximately 90 per cent above prewar levels.

## Southern Association Approves Negro Colleges

North Carolina's three Negro teachers' colleges, located at Elizabeth City, Fayetteville, and Winston-Salem, were approved by the Southern Association of Secondary Schools and Colleges at a recent meeting of the Association at Louisville, Kentucky.

In a statement prepared by Dr. N. C. Newbold, Director of Negro Education of the State Department of Public Instruction, and presented to the Association by Dr. J. Henry Highsmith, who represented the Department at the meeting of the Association, it was pointed out that the three colleges, while located in different cities, actually operate almost as a single unit because of the close co-operation of their presidents and their trustees with the General Assembly and the State school authorities.

For the fiscal year 1947-48, the three institutions have combined resources of \$3,137,984. Newbold pointed out, including a fund of \$1,645,074 set aside by the last Legislature for permanent improvements during the next two years. There are 68,190 live books in the three libraries; faculty salaries range from \$2,000 to \$3,900; there are four faculty members holding doctor of philosophy degrees, 13 others with three years of graduate studies and 13 with two years graduate credit.

The three institutions are known as The Elizabeth City State Teachers College, the Fayetteville State Teachers College, and the Winston-Salem Teachers College.

## Troubles Beset Schools

Troubles of boycotts and strikes were the order of the day in a number of the North Carolina schools during the beginning of the school year, according to newspaper headlines. All have ended now, however, and appear to be operating under normal schedules.

In Wheat Swamp, Lenoir County, parents refused to send their children to school because the school committee refused to resign after they had elected a new principal.

Over in Polk County, Sunny View High School students refused to attend Mill Spring High School, which had been designated by the State to receive students from Sunny View and other schools in the county.

Parents of Sharon district, Iredell County, had kept their children out of school as a protest against the board of education for deciding to consolidate the Sharon district with others, rather than rebuild the school destroyed by fire in 1943.

Similarly, a boycott of the Abbotsburg school district in Bladen County involved the sending of that community's children to a Bladenboro school because the Abbotsburg elementary school had burned last spring. The patrons wished to use a nearby church temporarily.

## Duncan Heads Southern Association of Negroes

S. E. Duncan, State Inspector of Negro High Schools, Division of Negro Education of the State Department of Public Instruction, was elected President of the Association of Colleges and Secondary Schools for Negroes at its fourteenth annual convention held at Prairie View State College, Prairie View, Texas, December 3-5, 1947.

The theme of the convention was "Significant Issues in Education Today."

According to Mr. Duncan, the 1948 meeting of the Association will be held at Williston Industrial School, Wilmington, North Carolina, this being the first time that the convention will have been held at a high school. Heretofore, the Association has always held its annual sessions at some college.

Twenty-eight Negro high schools of the State hold membership in the Association, according to Mr. Duncan. At its recent meeting the Carver High School of Mt. Olive and DuBois High School of Wake Forest were admitted to membership.

## 1946-47 Tests Show Varied Results

Results of the Statewide testing program given to pupils in the fifth and eighth grades last year were varied, an analysis made by the Division of Research and Test Service of World Book Co., shows. Conclusions indicated by the data from this testing program are as follows:

### A. White Pupils

(1) The public school systems in North Carolina appear to be increasing the effectiveness of their instruction.

(2) The average performance in the eighth-grade classes very closely approaches the average performance in the country as a whole.

(3) For two years in succession the average scores in the eighth-grade classes have been lower in Spelling and Word Meaning than in other tests.

(4) This year's eighth grade reached approximately the same achievement level as that which was reached by last year's eighth grade.

(5) Both the fifth and eighth-grade students made their highest averages on the Arithmetic Reasoning and the Arithmetic Computation tests.

(6) For the fifth-grade pupils the average score was lowest in the Word Meaning test. In last year's fourth grade, which was composed of essentially the same pupils, the Word Meaning average was also the lowest.

(7) Although the grade equivalent corresponding to the average score was approximately 1.1 school years higher for this year's fifth grade than for last year's fourth grade, the fifth grade average is still significantly below that of the typical fifth-grade student in the United States as a whole.

(8) The average grade equivalent of this year's fifth grade was approximately one and one-third school years higher than that of last year's fourth grade. The smallest improvement was in Language Usage (8/10th of a school year).

(9) The tendency which was observed in last year's testing program for scores to be slightly higher in urban schools than in rural schools, was also found this year. However, the difference is even less this year than it was last year.

### B. Negro Pupils

(1) As in the past, the colored children's achievement is markedly inferior to that of the white children and is relatively poorer at the eighth-grade level than at the fifth-grade level.

(2) The average level of achievement of this year's fifth grade pupils is approximately a half year higher than that of last year's fourth-grade pupils.

(3) In this year's fifth grade, as in last year's fourth grade, Spelling was the subject in which achievement was best.

(4) This year's eighth grade, like

## Nutritionists Disapprove Sale Of "Penny Snatchers"

Nutritionists and health educators disapprove the sale of the so-called "penny snatchers"—soft drinks, candies, etc.—in schools. Instead, they recommend milk and fruit and tomato juices as the proper beverages, and fruits, carrot strips, oatmeal cookies, nuts, and sandwiches as items to be sold between meals.

Reasons by food and health specialists for the disapproval of stores where soft drinks, candies, and knick-knacks are sold are as follows:

1. All school children should have a balanced lunch at noon that provides  $\frac{1}{2}$  to  $\frac{1}{3}$  his daily nutritional needs. This lunch may be provided at home, school or elsewhere.

2. Funds for children's lunches are difficult for the average family to provide—anything beyond that if of course more difficult—hence most children go to school with only enough funds. Is any, to purchase their lunch. If such funds are spent for other purposes, the child is deprived of his lunch.

3. In schools where items of food and drink other than the lunch is made available to the child, a higher per cent of children go without lunch and spend their lunch funds for knick-knacks. In every case where a store has been in operation in competition with the lunchroom, when such store was closed, participation in the lunchroom showed an immediate outstanding increase.

4. In schools in which only a balanced lunch is available, records show a lower percentage of absences due to colds and other illnesses, and a higher average in school marks. In schools where balanced noon lunches have been made available for the first time, and other items eliminated, the two above statements are particularly obvious where records are compared with those of years' prior to the installation of the lunch program.

5. Health and nutrition education will never be effective in the life of the child so long as he is taught in the classroom the importance of regular balanced meals three times a day, and then knick-knacks are made available to him on the school premises, during school hours, to absorb his lunch funds. A school lunch has its educational value as well as its nutritional value, for the whole child goes to lunch, not just his stomach. In view of this, items of food and drink made available to him to absorb his lunch funds should be just as carefully selected and presented as are his books, periodicals, and other educational materials.

## Film on Composition of Earth Released

*Our Earth*, a kit of five discussional slidefilms, has been released by The Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, Michigan. This new visual aid, the second kit of the Jam Handy "Science Adventures" series, includes more than 200 drawings and photographs. Films on bird life studies have already been announced. The Earth group introduces the student to the fascinating story of the very ground upon which he walks. Pictures and texts are designed to give students a clear understanding of the basic concepts of the earth on which we live. Subjects in the kit are: 1. How We Think Our Earth Came To Be. 2. The World Is Changing. 3. How Rocks Are Formed. 4. The Story of the Earth We Find in the Rocks. 5. The Soil.

last year's, is lowest in Paragraph Meaning and in Arithmetic Computation.

### C. All Pupils

(1) There are marked variations among the administrative units in their average level of achievement.

(2) The rank order of administrative units varies significantly from year to year. This variation is much more pronounced for the colored pupils than for the white pupils.

## North Carolina Index Is Prepared

A new project which is useful to all schools in which a social studies course on North Carolina is taught is the *North Carolina Index*. Librarians A. P. Marshall and Mrs. Leola M. Ross at Winston-Salem Teachers College have indexed by author and subject the contents of eight distinctly North Carolina magazines beginning with the 1946 issues. The magazines indexed are: *Better Health*, *The Health Bulletin*, *North Carolina Education*, *North Carolina Public School Bulletin*, *North Carolina Teachers Record*, *The State*, *The U. C. C. Quarterly*, *The University of North Carolina News Letter*.

Current material on North Carolina has not been easy to locate. This indexing of information on the State—its industries, its scenic spots, its educational system, its history, and its social problems serves a distinct need. The present plan is to publish the index semiannually. The December issue of each year will be cumulative for the entire year. The 1946 cumulative issue (Vol. I, No. 1-2) is composed of 28 double column mimeograph pages.

The subscription price is \$1.00 for the 1946 cumulative issue; or \$2.00 for the 1946 cumulative issue and the two 1947 issues, the first of which came out in July. It is hoped that support of this worthwhile project will eventually make possible a printed index.

# Movement To Improve Rural Education Begins With Ann Arbor

■ What is intended to arouse nationwide interest in improving rural education was initiated at the University of Michigan, Ann Arbor, October 27-November 5, at a national conference of state superintendents and representatives of state departments. This conference was sponsored by the National Council of Chief State School Officers, with the aid of the Kellogg Foundation. North Carolina participants in the conference were: Dr. Clyde A. Erwin, State Superintendent of Public Instruction, J. E. Miller of the Division of Instructional Service, and Dr. Gordan Blackwell of the University of North Carolina.

"The objective of the conference," according to Dr. Cyril Houle of the University of Chicago, director of the conference, was "to assist the chief state school officers and their staffs in improving their present practices in solving the problems of rural education." To that end, conference members directed their attention to the following five problems:

1. How to Win Support for Sound School District Organization.
2. How to Mobilize State and Local Forces for Improved Rural Programs and Services.
3. How to Channel State Department Resources for Improvement of Rural Education.
4. How to Develop Improved Local Leadership and Supervision of Rural Schools.
5. How to Work Effectively With

## Jam Handy Distributes Curriculum Films

The Jam Handy Organization is now exclusive distributor for Curriculum Films in the United States and Canada. Under the new distribution plan the two organizations will be able to expand their visual aids program for schools, and to make more color films available. Curriculum Films has conducted extensive research to determine the fields in which education films are needed and has followed through with the development of new films subjects planned under the guidance of teaching authorities.

Curriculum slidefilms now being distributed by The Jam Handy Organization include series on secondary mathematics, English, primary reading, history, and sports. Additional films are being prepared for future distribution to schools. For complete information on all Curriculum Films write to The Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, Michigan, or contact the Extension Division, University of North Carolina, Chapel Hill, N. C.

## Local Administrators and Teaching Staffs.

In addition to the discussions and presentations made in the five work groups, the conference featured addresses by Dr. Erwin, Dr. Blackwell, Theodore Schultz of the University of Chicago, Louis Bromfield, Hon. Ralph Jones of Arkansas, Arthur Moehlman of the University of Michigan, Maurice Seay of the University of Kentucky, Hon. Edgar Fuller of New Hampshire, and Hon. Pearl Wanamaker of Washington. Each of these addresses projected a broad overview of rural education and was followed by an open discussion with challenging viewpoints.

The project committee, on the basis of plans formulated at Ann Arbor, is proposing local action programs on both state and regional levels, with another national conference in 1949. It is further anticipated that financial aid from some foundation may be secured as a means of effectuating a real action program throughout the nation.

## Supts. Ask Governor to Call Special Session

Superintendents, meeting in Wilmington early in December, passed a resolution asking Governor Cherry to call the General Assembly into special session for the purpose of raising the salaries of all teaching personnel.

"In the light of the increased cost of living since the adjournment of the last General Assembly," the resolution read, "we urgently request the Governor of North Carolina to call a special session of the General Assembly immediately for the purpose of considering the appropriation of funds sufficient to meet this increased cost of living for school personnel and so avert further disintegration and disaster in the public schools of North Carolina."

C. Reid Ross, Harnett County superintendent and president of the division of superintendents, stated to the press following the meeting "That failure of Governor Cherry to call a special session of the General Assembly to give relief to school teachers would be disastrous and would have serious effects."

## Griffin Cites Need for Buildings for Negroes

Adequate school buildings for Negroes was pictured as one of the State's most pressing educational needs by Lloyd Griffin, former Secretary of the State School Commission, at a meeting of the northeastern district of the North Carolina Education Association at Greenville.

Mr. Griffin, who is now Secretary of the North Carolina Citizens Association, also stated that the building program should be financed by the counties.

## State Issues Rules on Disposal Of Transportation Equipment

Rules and regulations governing the disposition of discarded transportation equipment have been made recently by the Division of Purchase and Contract. Notification was sent to all county superintendents by S. C. Brown, Director Division of Transportation, State Board of Education, on December 4, 1947, the effective date of the rules. These rules and regulations are as follows:

"Where there is an accumulation of discarded transportation equipment, materials, tires, batteries, supplies, junk, etc., which, in the opinion of the County Board of Education and State Division of School Transportation, is of no further use and value to the School Transportation Systems, it shall be disposed of by sale as follows:

"The Division of Transportation of the State Board of Education shall be notified and furnished a list of such materials, equipment, supplies, junk, etc., on forms to be furnished by the Division of Transportation, and if it is found that they are not needed in any other county school system the list will be approved for sale and turned over to the Division of Purchase and Contract, who will advertise for sealed bids and handle the sale. Bid invitations will be mailed to all dealers whose names are on the mailing list maintained by the Division of Purchase and Contract. In addition a quantity of bid blanks will be mailed to each superintendent to be distributed to local persons interested in the sale. You will be advised as to the insertion of a "For Sale" advertisement in your local newspaper. You will be notified by the Division of Purchase and Contract who the successful bidders are and you will be given authority to make deliveries after the sale is consummated by the Division of Purchase and Contract. Bids will be received, opened and awards made in Raleigh by the Division of Purchase and Contract."



## Publication Contains Blueprints for Rural Schools

A portfolio of 66 blueprints for rural school buildings has been released by Dr. Frank W. Cyr, Teachers College, Columbia University. The publication includes plans for one-teacher schools; two-teacher schools; elementary schools; 12-grade schools; a high school; out-door recreational areas; special-purpose rooms; kindergartens; and libraries. Building costs range from \$10,000 to \$1,000,000.

### Forward Step

Durham folk will feel immense satisfaction in the concord reached by the County and City school boards which will permit children of the City or the County to attend schools of their choice or convenience.

County children, if their parents desire, may attend City schools and City children may attend County schools without payment of additional tuition or any other extra charges. They need only be able to show that their scholarship is acceptable and that their department is good.

The arrangement will work to the convenience of many of Durham's families. There are, perhaps, quite as many pupils from within the City who would like to attend County schools closer to their homes than the City schools as there are County pupils who would like to attend City schools.

The arrangement is an excellent example of what can be accomplished in the way of County-City co-operation or County-City consolidation. We have an idea one school board and one school administration, for that matter, could administer both the County and City systems. Durham is a small county and there are, consequently, a few real obstacles to consolidation, not only of schools but of a good many other functions.

One of the primary concerns of Americans today is the extraordinarily high cost of Government. Durham, alone cannot do a great deal about reducing State or Federal expenditures; but it could save a great deal of money by eliminating the purely ridiculous duplication of many County and City activities and departments.—Durham Sun, August 19, 1947.

## Time's President Gives Facts About Education's Growth

While the nation's population has increased three times in 75 years, the enrollments in secondary schools have grown 90 times! This is one of the facts pointed out by Roy E. Larsen, President of Time, Inc., who spoke at the annual meeting of the Southern Association of Colleges and Secondary Schools on December 2, 1947, in Louisville, Kentucky.

Mr. Larsen also pointed out that within "the last 45 years, while college graduates were increasing tenfold, high school graduates soared from 1,000,000 to 25,000,000; and that half of this incredible increase has come in the last 15 years—half a generation."

"This is universal education such as the world never saw before," he said.

"The wave of teacher's strikes which followed the War, in the opinion of Mr. Larsen, made the public sensitive to all news from the education front. With this agitation for increased teachers pay "has come the realization that it is we, the people, who are responsible for the news about our schools, which shocks us most. We learned that this richest of all nations spends more on tobacco, more on liquor, more on cosmetics than it does on education; that wartime tests found some ten million adults in the United States who could not read or write well enough to serve any practical purpose."

The influx of G.I. students, Mr. Larsen pointed out further, "brought bare to all of this inescapable fact: that our public education was at once our most practical, and our most idealistic means of giving meaning to our democratic concepts."

Business, too, is learning that the communities with the highest level of education are the communities that buy the most.

Finally, said Mr. Larsen, educators should set their goals high. "It will not be a quick or an easy job to achieve the proper goals for public education in this country. The vague desire to provide the best education possible will have to be translated into concrete goals."

### Department Prints Revised "Tar Heel State"

A revised 12-page "Tar Heel State" has been printed by the State Department of Public Instruction. This little pamphlet takes the place of the 8-page publication issued in 1945, the supply of which is exhausted.

In addition to information about the State flower, bird, colors, nickname, song, motto, seal, etc., as given in the original bulletin, the new "Tar Heel State" contains a short history of the State and additional information concerning the State's agricultural, commercial and industrial products. The map of the State is also new, the map in the current number not only shows the counties; it also shows the three regions of the State—mountain, piedmont, and coastal—and gives a description of each.

The new publication, like its predecessor, is also well illustrated—the first cover shows in color a pair of cardinals, the State bird, and the back has a picture of the State flag. Other illustrations are Governor Gregg Cherry, dogwood blossoms, State Capitol, State seal and scenes from throughout the State.

The publication was prepared by L. H. Jobe, Director of Publications, State Department of Public Instruction.

### Council Names Dr. Erwin Vice-President

Dr. Clyde A. Erwin, State Superintendent of Public Instruction, was named vice-president of the National Council of Chief State School Officers, which held its annual meeting at Los Angeles during the week of December 15-20. Superintendent John H. Bossard of New Jersey was named president of the National Organization.

Dr. Erwin was one of the chief speakers at the convention.

### Education in Germany Featured in October School Life

Problems involved in rebuilding public education in Germany and in eliminating Nazi and militaristic doctrines from German schools are described in a special 13-page section which features the October 1, 1947, issue of *School Life*, official journal of the United States Office of Education, Federal Security Agency.

Six other short articles by members of the Office of Education staff cover progress and problems in secondary education, social studies, guidance, curricula, school plants, and instructional materials.

## Students Collect Books for European Countries

A Statewide program to collect books for youths in war devastated countries got under way in Raleigh, November 25, when a group of superintendents and newspaper representatives met at the call of Governor Cherry and authorized the appointment of a committee of five persons to draw up a plan of procedure and notify the schools and others who will help collect and distribute the books.

The State Committee is composed of Mrs. Charlotte Hilton Green, Miss Marjorie Beal, R. O. Heater, Jesse O. Sanderson, and J. E. Miller, chairman. John A. Park, Raleigh publisher will be adviser to the Committee. Chairmen for the counties of the State were recently appointed by the Governor.

At the Raleigh meeting Governor Cherry called on those present to support the campaign. "The gathering of books by our school children for the benefit of youth in war devastated countries, who are studying our language and are interested in our American way is a very important task," he said, in giving the objectives of the drive for books.

State Superintendent Clyde A. Erwin, in stating the purposes of the conference, said that in his opinion this campaign to collect books offered a splendid opportunity to teach our boys and girls the value of international goodwill and understanding.

## 229 Schools Offer Course in Bible

The Bible is offered as an elective course in 229 public schools of the State, according to a recent report of the North Carolina Council of Churches by its Weekday Religious Education Consultant Miss Frances C. Query of Durham.

These 229 schools are located in 51 of the 100 counties. An enrollment of 37,518 pupils is reported, 31,984 in elementary grades and 5,534 in the high school. A majority of this total enrollment is white, only 1,072 being Negro and 28 Indian.

Where Bible is offered, the report shows, 98.5 per cent of the elementary pupils take it. In the high schools only 17 per cent of the students take Bible where it is offered as an elective course.

Eighty teachers give full time to the teaching of Bible, 13 give part time and six ministers devote part time to the teaching of this subject.

## Living Costs Climb Higher

Living costs in September, 1947, were 63.8 per cent higher than the 1935-39 average level, according to BLS Consumers' Price Index for large cities. The average figures for that month were 12.3 per cent above those of a year ago. The September, 1947, dollar bought about as much as 93 cents a year earlier and as much as 61 cents bought during the 1935-39 period.

## Supt. T. T. Murphy Honored

Supt. T. T. Murphy of Pender County was recently presented a certificate of Life Membership in the North Carolina Education Association by the superintendents of the Southeastern District of the N.C.E.A.

In making the presentation, Supt. O. P. Johnson of Duplin County, gave a brief review of Superintendent Murphy's service to the schools of Pender County. "He has given Pender County one of the best rural school systems in North Carolina; he has been true to the profession; and he has given us an excellent example of a truly great life of unselfish service to his people and to his profession," Superintendent Johnson said.

Murphy, a native son of Pender, was elected superintendent on July 29, 1903, at an annual salary of \$600. In 1906 he resigned to complete his education at the University of North Carolina. Following graduation he taught one year in Durham County. On July 9, 1909, he was again elected superintendent of Pender County, which position he has held continuously since that date.

## Schools May Buy Army And Navy Buildings

Superintendents have been notified that within the next few months the War Assets Administration will dispose of a considerable number of buildings—barracks, mess halls, gymnasiums, administrative buildings, or other types of Army or Navy buildings—to schools on a 5 per cent of fair value plan.

Buildings purchased by the Board of Education, according to Murray D. Thornburg, Assistant State Supervisor of Trade and Industrial Education for the State Department of Public Instruction, who made the announcement, include equipment and are sold at very small prices.

## Off-campus College Centers Decrease

Six off-campus college centers, five white and one Negro, are being operated this year, it is learned from Dr. James E. Hillman, Director Division of Professional Service, State Department of Public Instruction. The enrollment in these centers is 473, 451 white and 22 Negro. Last year the enrollment in the 12 centers for whites and two for Negroes totaled 1,003.

According to C. E. McIntosh, Chapel Hill, who has had general supervision of the centers for white students, the decrease is due to two main reasons: (1) There are fewer veterans who wish to take advantage of the educational advantages provided by the G.I. Bill; (2) Colleges and universities have been able to accommodate a larger number of students than last year. Except for 108 students in the Charlotte center, 10 in Gastonia, and 11 in the Wilmington center for Negroes, all are first year students. A third reason for the decrease in off-campus college center enrollments is the establishment of the Wilmington College, which has an enrollment of more than 160 students.

The following centers are operated: Burnsville, 33 students; Charlotte, 302 students; Fayetteville, 25 students; Gastonia, 26 students; Greensboro, 65 students, all for whites; and Wilmington, 22 Negro students.

## Negro History Week Will Be Celebrated

Negro History Week will be celebrated beginning February 8, it is announced by C. G. Woodson, Director of The Association for the Study of Negro Life and History, Incorporated.

The theme of this year's celebration is "The Whole Truth and Nothing but the Whole Truth." "Most of the troubles of our time," Mr. Woodson says, "have resulted from the misrepresentation of facts, the half truth which is the worst kind of falsehood."

## N.C.E.A. Issues New Publication

"N.C.E.A. News Bulletin" is the title of Volume 1, Number 1, of a new publication issued in December. This first newsletter type of publication printed on one side of the paper includes four articles, a cartoon, a letter announcing its "arrival" as a "new baby" in the field of journalism. In keeping with the Christmas time this number is printed in green ink and has a streamer line across the top, "Merry Christmas To All."

# THE ATTORNEY GENERAL RULES

## Questions Regarding Leaves And Resignations Answered

I acknowledge receipt of your letter of October 24 enclosing a letter from \_\_\_\_\_, Instructor of Education of \_\_\_\_\_ College in which he propounds the following question:

"If a teacher is granted a leave-of-absence by her Board of Education, has the Board of Education any legal claim on her services for the next school year? Can the teacher, while on leave accept a position in another school system or is she under legal obligation to return to the system that granted her the leave-of-absence?"

I understand that the State Board of Education has adopted a regulation, which in effect, authorizes local administrative units to grant leave of absences to teachers but that in no event is such leave of absence to extend beyond the current school year. Leaves of absences are usually granted for specific reasons or purposes, and as to whether or not the teacher could teach in some other school, during her leave of absence would depend on the conditions attached to the leave of absence. It seems to me that the resignation of a teacher would have to take place after the close of the current school year and at least thirty days before the opening of the school which granted her the leave of absence.

## There Is No Liability for Children Hurt on School Grounds?

Receipt is acknowledged of your letter of the 14th of November, 1947, wherein you enclose a copy of a letter from Mr. \_\_\_\_\_, Superintendent of \_\_\_\_\_ County Schools, in which inquiry is made as to the liability of the County or the school for accidental injuries sustained by children on the school grounds and in connection with the school.

There is no liability on the part of the State for such treatment and there is likewise no liability for the local school. This is a misfortune for the school child for which no compensation is or can be paid by the State or the local school authorities, unless the child was injured by the operation of a school bus on the school grounds, which I do not understand was the case in the instance about which you write.

## How May City Units Be Enlarged?

I have your letter of November 14, in which you state in the Sanford Graded School District, which is a city administrative unit, there has been voted and now in force a local tax supplement up to 20 cents, this district not being coterminous but extends beyond the city limits. You advise also that the Jonesboro School District embraces all of Jonesboro Township and adjoins the Sanford Graded School District, but has no local tax supplement.

You further advise that the school people in the Sanford Graded School District and the Jonesboro School District have initiated a movement for consolidation of the two districts, with the idea of erecting a central high school somewhere about midway between old Sanford and old Jonesboro Districts before they were merged.

I note that you are planning to have the Jonesboro School District, embracing Jonesboro Township, vote on the question of a supplement of 20 cents on the \$100 to equal the Sanford local tax rate and that, after this is done, to have the County Board of Education, with the approval of the State Board of Education, effect the consolidation. You further state that assuming that the Trustees of the Sanford Graded School District city unit and the school committeemen of the Jonesboro School District agree on the consolidation and petition for it, you inquire if that would be the correct procedure, as to which you are unable to find any clearly applicable statutory provision.

G. S. 115-192 provides for the enlargement of local tax districts by petition of a majority of the governing board of any district to the county board of education, upon being presented to the board of county commissioners and an election being held on the levy of a special tax corresponding with the existing local tax.

G. S. 115-361 provides that upon a written petition of a majority of the governing board of any district which has voted a supplementary tax, the county board of education, after approving the petition, shall present the same to the board of county commissioners and ask for an election on the question of the enlargement of the boundary lines of any such district so as to include any contiguous territory.

G. S. 115-9 defines the term "district"

## How Committeemen May Be Removed

I acknowledge receipt of your letter of November 25 enclosing a letter from Superintendent \_\_\_\_\_ of the \_\_\_\_\_ County Schools in which he inquires as to the authority of the County Board of Education to remove local school committeemen.

I think that Superintendent \_\_\_\_\_ will find the answer to his question in Section 115-74 of the General Statutes which reads as follows:

"In case the county superintendent or any member of the county board of education shall have sufficient evidence at any time that any member of any school committee is not capable of discharging, or is not discharging, the duties of his office, or is guilty of immoral or disreputable conduct, he shall bring the matter to the attention of the county board of education, which shall thoroughly investigate the charges, and shall remove such committeeman and appoint his successor if sufficient evidence shall be produced to warrant his removal and the best interests of the schools demand it."

as used in Chapter 115. It states that there are two different kinds of districts, the second being the local tax district; that is, one or more attendance areas of a county administrative unit having a population of one thousand or more and under the control of the county board of education, or the attendance area in a city administrative unit under the control of a board of trustees but having in addition to State and county funds a special local tax fund voted by the people for supplementing State and county funds.

G. S. 115-361 provides that upon a written petition of a majority of the governing board of any district which has voted a supplementary tax, the county board of education, after approving the petition, shall present the same to the county board of commissioners and ask for an election, etc. Under this statute the board of trustees of the city administrative unit of Sanford should petition for the inclusion of the Jonesboro School District within the boundaries of the Sanford Graded School special tax district, which petition would have to be approved by the County Board of Education and presented to the County Commissioners. I would assume that it would be very desirable, but not required by the statute.

(Continued on page 16)



## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, Jan. 1943)

Mrs. J. S. Blair, State P. T. A. president for the past two years, has accepted the chairmanship of the Education Division of the War Savings Staff.

T. E. Browne, Director of Vocational Education for the Department of Public Instruction since its inception in 1917, was honored by the *Progressive Farmer* in its December number by being named "Man of the Year."

Some 220,000 school children in about 2,900 North Carolina schools received school lunches through the school lunch program last year.

His Excellency, Governor J. Melville Broughton, will speak over the radio early this month, urging all people in North Carolina to raise more food wherever the soil is suitable and the space is adequate.

Adult Education in North Carolina is the title of Publication No. 242, latest printed bulletin of the Department of Public Instruction to come from the press.

### 10 Years Ago

(N. C. Public School Bulletin, Jan. 1933)

The Burlington city administrative unit under the direction of Supt. L. E. Spikes is making an effort to serve the community better by an intensive study of Burlington.

Supt. B. E. Lohr of the Clinton city unit, Sampson County, states that there is quite an epidemic of measles in that county, and that many of the schools closed earlier for Christmas than usual because of that fact.

A recent visit to the Chowan School, Tyner, N. C., revealed the remarkable improvement which has taken place in this school from the standpoint of building and equipment.

One of the best elementary school buildings in the eastern section of the State is to be found at the little village of Winfall in Perquimans County.

An art exhibition for the schools and colleges of North Carolina is to be conducted jointly by the art departments of the Woman's College, Greensboro, and the University of North Carolina, Chapel Hill, from March 6 through 21, 1938.

## Schools to Observe National Brotherhood Week

Observance of Brotherhood Week in the schools of the nation is set for February 22-29 this year, it is announced by Herbert L. Seamans, Director of the Commission on Educational Organizations. Schools may develop original programs suited to their constituency and locale or they may request materials to the Director, National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, N. Y.

President Truman has accepted the honorary chairmanship of the observance for this year; Robert P. Patterson is the general chairman; and George F. Zoak is chairman of the Committee on Schools and Colleges.

## How May City Units Be Enlarged?

(Continued from page 15)

tute, that you have the approval of the school committee of the Jonesboro School District.

If the tax is voted by the Jonesboro District, I believe it would then be proper to apply to the State Board of Education to extend the boundaries of the city administrative unit to include this additional territory.

G. S. 115-352 (1045 Cumulative Supplement), as amended by Chapter 1077 of the Session Laws of 1947, provides as follows:

"Provided, that the State Board of Education may, in its discretion, alter the boundaries of any city administrative unit and establish additional city administrative units when in the opinion of the State Board of Education such change is desirable for better school administration."

Under this statute, the State Board of Education would have clearly the authority to extend the boundaries of the city administrative unit to include the territory which is added for special tax purposes to the Sanford School District.

## Pupils May Not Be Excluded From School Because of Marriage Alone

This office rendered an opinion to you under date of the 17th of August, 1945, to the effect that the fact that a pupil has been lawfully married would not, in the opinion of this office, in itself be sufficient to justify the exclusion of such pupil from attending school.

## MAKING TODAY'S NEWS

Rowan. The quality of teaching in Rowan County Schools, which nosedived during the war because of low salaries and other conditions, is much better this year than last, Superintendent Charles C. Erwin said today after a survey of the current situation.—*Salisbury Post*.

Washington. Due to the fact that only three bids were received for electrical installations, only one on heating plant work, and none for general construction and plumbing in the planned erection of a new Negro school building in Creswell, members of the Washington County Board of Education, meeting in Plymouth, Monday (Dec. 1), voted to consider the matter of contract letting at a meeting to be held later in the month.—*The Beacon*.

Statesville. Teachers can contribute greatly to the betterment of the world through their work with today's children—tomorrow's leaders—Supt. M. T. Lambeth told a city-wide meeting of local teachers yesterday (Dec. 2).

Charlotte. School-aged children in suburban areas which will be brought within the city limits January 1, 1949, will start attending city schools next September, several months in advance of the incorporation date, as the result of action by the State School Commission (State Board of Education).—*Charlotte Observer*.

Wilmington. Former Gov. J. Melville Broughton is scheduled to make the featured address here tomorrow night (Dec. 3) at the banquet opening the three-day winter meeting of the North Carolina city and county school superintendents.—*Charlotte News*.

Vance. An estimated 250 high school and elementary teachers from Vance, Granville, Warren, Franklin and Wake counties met at the Henderson High School Tuesday afternoon (December 9) in the last of the workshop sessions arranged through the autumn months by Miss Madeline Trippe, elementary supervisor for Henderson City Schools. Henderson Dispatch.

Newton. The Newton-Conover High School has instituted a program that should receive the heartiest approval from patrons of the unit, in providing a special course in human-relations for the students. The *News-Enterprise*.

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**NORTH CAROLINA PUBLIC SCHOOL**

... Published Monthly by the State Department of Public Instruction ...

# Bulletin

FEBRUARY, 1948

RALEIGH, NORTH CAROLINA

VOL. XII, No. 6

## PLEMMONS REPORTS PROGRESS IN COMMISSION'S STUDY

■ Since its organization meeting, the State Education Commission, appointed last fall by Governor Cherry to make a study of public education in the State in accordance with a resolution passed by the General Assembly of 1947, has selected a number of consultants to work with 15 committees and a steering committee. It is learned from Dr. W. H. Plemmons, Executive Secretary of the Commission.

The steering committee and many of the working committees have met from one to several times, Dr. Plemmons stated. At the present time, he said, the Committee on Resources is giving its attention to an analysis of the human and physical resources of the State and their potential. The Committee on Teacher Education has developed a check list which will be submitted to teachers, principals, superintendents and citizens in an effort to get their reactions to certain important questions.

"The Committee on Instructional Personnel has developed a check list for use by teachers, principals, superintendents and sophomore students in the colleges of the State. In addition, this committee is the one that is carrying on the study of a merit rating system for teachers. On Wednesday, January 7, a pilot or preliminary study of this question was begun with the eleven sixth grade teachers and their classes in Asheville with the full co-operation of the administration and the elementary principals.

"The Committees in the field of instructional progress, namely, secondary education, elementary education, vocational education, instructional program, instructional materials, exceptional children, adult education, vocational education and public personnel and personnel services spent the week of February 2-6 in visiting schools in some of the selected counties and cities.

"From February 4 to 6 the consultants and members of the committees in the area of organization, administration, and finance visited school systems in selected cities and counties gathering information relative to their work. On Saturday, February 7, all steering committees and consultants met in Raleigh to analyze the work completed up to that date, to prepare a report for presentation to the State Education Commission and to perfect the outlines for their individual reports to be submitted to the commission the latter part of August."

## Perry Becomes Secretary High School Athletic Association

L. J. Perry, formerly superintendent of the Reidsville City Schools and more recently athletic director at Elon College, became North Carolina's first full-time secretary of the High School Athletic Association on January 1, 1948.

Mr. Perry's duties will be concerned with the program of athletics in the high schools of the State. He will work with members of the schools in the scheduling of various athletic contests, in the preparation of eligibility rules and in the enforcement of rules. In short, Mr. Perry will give full time direction to a unification and standardization of high school athletics in accordance with Association's Program. An executive committee composed of superintendents, principals and coaches will assist Mr. Perry in this program.

At a meeting in Chapel Hill on January 15, the executive committee voted to recommend affiliation with the National Federation of State High School Athletic Associations, subject to further study and final presentation to the entire membership of the State Association at the annual meeting of the North Carolina Education Association which meets in Asheville on April 15-17.

## President's Budget Includes Proposed Federal Aid

For the first time in the history of the Nation, as far as is known, a definite sum has been included in the annual budget recommended by the President for "Federal aid" to the states for operating the general public school program. Heretofore, Federal aid has been granted to the states for vocational education and for other specific purposes. The figure proposed in the President's budget for general aid to education is \$300 million for 1949.

Recommended appropriation for the present program of vocational education is \$44 million, an increase of \$10 million above present estimated expenditure.

In presenting this part of the Budget, the President said:

"The American people have long recognized that provision of an adequate education for everyone is essential in a democratic system of government. It has become evident in recent years that the financial resources of many states and their subdivisions are not sufficient to meet minimum educational standards. Therefore, I urge the Congress to take prompt action to provide grants from the Federal Government to the states for elementary and secondary education."

## U. S. to Spend Less for Education Than for Foreign Relief in 1948

Less money will be spent on public education in the United States during 1948 than for foreign relief and reconstruction, according to Congressman Clare E. Hoffman of Michigan.

"Congress would do well to give first attention—and first appropriations—to America's urgent needs at home, particularly in the field of public education," Congressman Hoffman said.

"As measured by today's wage standards in other occupations, most of our teachers are deplorably underpaid. Too many of our school buildings, both urban and rural, are crowded far beyond accepted American standards of health, comfort and convenience."

## IN THIS ISSUE

Plemmons Reports Progress in Commission's Study .....	1
President Says Government Should Provide Financial Aid .....	4
School Libraries Show Growth....	5
State School Facts .....	8, 9
Once Upon a Time.....	10

# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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VOLUME XII  
NUMBER 6

CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director, Division of Publications, Editor*



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All material herein is released to the press upon receipt.

## Superintendent Erwin Says . . .

During a period when our people have an earning power unexcelled in our history and when employment is at an all time high, we must find the funds to bring school buildings and equipment up to acceptable standards. There are a large number of schools in the State which do not at present meet these standards and which have been continued on the accredited list because of war emergency conditions. Alibis for these conditions are not now in good taste. We cannot in good conscience continue to tolerate conditions which should be improved. Children deserve to have reflected, in improved educational opportunities for them, the financial affluence of our people. I hope that local school boards and administrators will exercise every effort possible to improve conditions. We cannot continue to accredit schools which fail to meet acceptable standards of equipment, sanitation, and space.

There are those who counsel further delay in providing school improvements in the hope that costs will decline. There is no evidence that this will happen soon. If the people of America had waited for ideal conditions for every advance we would not be the great nation we are today. It has always taken courage and confidence in the future for us to move to our present greatness. These qualities are needed now.



### GENERAL CONTROL

THE State School Facts section of this issue of the BULLETIN presents the costs as to the local administration of the public schools by units. Upon examination of these figures it will be observed that a larger percentage of the total cost of operating the public schools is required in the smaller size units than in larger units. This administrative, or general control as it is termed in school accounting, cost is also greater in city units than in county units.

Since city units on an average are smaller than county units and since supplements are more common in city units, it can be safely assumed without too much study that the question of unit size when considered with the superintendent's salary schedule governs the proportion of cost of general control expense as it relates to the total expense. These facts, therefore, raise several questions. Are the local administrative units set up on a satisfactory basis? Would fewer units of larger size be preferable and more economical to the State? Or does the salary schedule for superintendents need revising? The State Education Commission might study this matter further, it seems to the BULLETIN.

### WORKING CONDITIONS

IN A FACTORY we expect the working conditions to be conducive to the efficiency of the worker in the production of goods. In a mercantile establishment conditions of work are not only made suitable for the worker; the customer, too, must be served. In transportation, facilities are provided for the convenience and comfort of the traveler. And in a school, it is the children and the teachers who should be considered.

Are we providing facilities in every school conducive to learning? For example, in the study of health, what outside of the textbooks bear on this question? Heating, lighting, cleanliness of rooms (janitor service), toilet facilities, proper seats and seating arrangements are some of these. Cleanliness where the food is served is another. None of these costs a great amount of money, and yet many of the smaller schools of the State provide only the bare essentials necessary for proper instruction in so far as working conditions are concerned. If a small school is to be operated, then the welfare of the pupils and teachers in that school demands working conditions that compare favorably with larger schools. Most of the larger schools are checked annually to see if they meet certain standards, but does anybody inspect these many one, two, three, four and five teacher schools to see if their working conditions are conducive to learning? We believe that more should be done with respect to these schools than

### SUPERINTENDENTS

THERE are 171 county and city superintendents in North Carolina. These 169 men and two women, both by legal provision and by their positions as educators, are the officials to whom those in the State offices turn to in the performance of their duties and responsibilities in connection with the administration and operation of the public schools. The superintendents in turn are the directing force in their respective county and city units in seeing that facilities of every kind are provided for meeting the educational needs of the youth of the State. The State offices rely on the local superintendents to promote the best policies to meet these needs.

While the law specifies many of the duties that superintendents perform, there are many unspecified requirements that they must fill as they go about their daily work. Only those who know the amount of routine and requirements, both legal and otherwise, for which these officials are responsible are in a position to appreciate their importance in unifying and projecting the educational services of the State. They labor in practically every way, with teachers, principals, clerks, bus drivers, mechanics, janitors, patrons, and children in the elevation of the standard of teaching in their respective jurisdictions and in the improvement of the public schools.

North Carolina is indeed fortunate in having this group of outstanding educational leaders. Our schools are what they are today because in a large measure we have selected high type men and women for superintendents in our counties and cities.

### FREEDOM GARDENS

SCHOOL and home gardens will be needed this year, according to the U. S. Department of Agriculture, as much as they were needed during the war years. This time they will be called Freedom Gardens.

Food raised in home and school gardens will help take the place of the foods to be exported. Such gardens will also provide the gardener and his family the fresh vegetables needed in every person's diet. At the same time the gardener will benefit from the physical exercise needed in successful gardening. Any surplus foods may be canned, frozen, or sold.

Since the need is greater than ever, let's all plant a garden this year.

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is done, or else they should be consolidated with larger schools.

## Mrs. Sanders Resigns

Mrs. Will Frances Sanders, State F.H.A. Adviser, Division of Vocational Education, resigned January 1 to accept employment in the Raleigh Public Schools. Mr. Sanders is principal of the Hugh Morson High School. A successor to Mrs. Sanders has not been secured.

## New School Buses Include Safety and Comfort Devices

All school buses bought within the past year are equipped with all modern safety devices, according to C. C. Brown, Director of the Division of Transportation of the State Board of Education. These devices, Mr. Brown states, include heaters for comfort, lights, two rear-view mirrors, two wind-shield wipers, interior dome and step-well lights, clearance and marker lights on front and rear, and four flasher stop light signals, two in front and two in the rear. Inside toolboxes and tools are also required.

All buses must be of metal construction as a basic requirement, and the seats are forward-facing instead of longitudinal.

Approximately one-fifth of the buses now in use meet these requirements. The other four-fifths are from two to ten years old. According to Mr. Brown the ages of the 5,200 school buses now in use are as follows: 1,000 less than one year old, 500 two years old, 600 three years old, 400 four years old, 700 six years old, 700 seven years old, 700 eight years old, 600 nine years old, and there is a very negligible number of 10 year olds on the job.

Brown said that prospects for new buses is somewhat brighter, although the bottleneck in steel plate for bodies makes definite prediction as to availability uncertain. Repair parts and supplies are still not readily available, but the situation has eased up considerably during the past year or two. Even the oldest and most uncomfortable vehicles are safer and in better repair than was the case some months ago.

Some complaint has been registered about lack of heating units in the old buses. This item was discussed at length by legislative committees during the last General Assembly and by the State Board of Education at subsequent meetings. Decision was reached that it would be impractical and uneconomical to equip old vehicles with modern heating units, but mandatory inclusion of heaters in all newly purchased buses was provided.

## President Says Government Should Provide Aid

"The Federal Government has a responsibility for providing financial aid to meet this crisis," President Truman said in reference to education in his state-of-the-union message to Congress on January 7, 1948.

The President also recommended the establishment of an executive department for the administration of the Governments' programs for health, education and security.

"Our educational systems face a financial crisis," the President said. "It is deplorable that in a Nation as rich as ours there are millions of children who do not have adequate school houses or enough teachers for a good elementary or secondary education. If there are educational inadequacies in any State, the whole Nation suffers."

A bill proposing Federal aid to the states for education was reported by the Senate Committee on Labor and Public Welfare at the first session of the 80th Congress. A similar bill is bottled up in the House Committee on Education and Labor. Real stumbling block of this latter bill to House action, it is learned, is the House Rules Committee, which generally reflects the views of the Speaker. Action by the Senate at this session of Congress on a Federal aid bill has a "fairly good" chance, it is believed. There remains yet a lot of hard work if House action is secured, educational leaders say.

## Life Announces Photographic Service

*Life* Photographic Exhibitions—an educational project financed by the editors of *Life Magazine*—has announced a new service which will be undertaken if sufficient interest is shown among schools and colleges. The new service is in connection with the circulating exhibitions based on the history of Western culture articles which are appearing in the magazine.

Formerly *Life* exhibitions were composed of enlarged photographs, with text, mounted on aluminum panels 24 by 32 inches, ranging from 24 to 30 panels. These are circulated without charge to educational institutions, including museums. Many institutions have wanted to purchase sets but the cost of manufacture has been too high to afford a wide distribution. Now, however, *Life* has adopted a new gravure process which enables the manufacture of exhibitions in quantities of 1,000 sets at a cost of around \$23 a set. If as many as a thousand institutions care to own sets, the editors will be glad to supply them at cost.

The first three exhibitions to be manufactured by the new process are: *The Medieval World*, *The Age of Enlightenment and Venice*, all of which are based on the articles appearing in *Life* on the history of Western culture.

Further information may be secured from *Life* photographic Exhibition, 9 Rockefeller Plaza, New York 20, New York.

## Schools Hurt by Crisis Businessman Finds

Frank W. Abrams, board chairman of the Standard Oil Company of New Jersey, told fellow businessmen September 18 in New York that they should back a national advertising campaign to publicize the "current crisis in education."

The campaign, launched by the Advertising Council at a luncheon of some 250 top industrial, advertising, and communications executives, was endorsed in a letter from President Truman. N.E.A. Secretary Given was a speaker.

Abrams' appraisal of the school system reported:

"Production is lagging. Quality of product has fallen off. There is a serious personnel problem. The enterprise is understaffed, in many cases poorly staffed. Pay is far below the prevailing scale. The staff is overworked. They sit up half the night preparing for tomorrow's problems and get no extra pay for this.

"The plant is old-fashioned, overcrowded. Tools are in short supply. The product is often out of date. Frequently it no longer meets today's needs.

"The business has millions of stockholders, but almost all of them are ignorant of the business and have little contact with it. There seems to be an almost total lack of interest or understanding on the part of the people who own the business."

## Erwin Attends Bus Conference

State Superintendent Clyde A. Erwin presided at a steering committee meeting of five national educational organizations in Washington early in January for the purpose of organizing a National School Bus Conference to meet this fall. It will be the purposes of this conference to promote higher standards of safety and comfort in the construction of school buses and better methods of operation and training of drivers.

Organizations represented at the steering committee meeting attended by Superintendent Erwin were: the National Council of Chief State School Officers, the U. S. Office of Education, the Department of Rural Education of the National Education Association, the American Association of School Administrators, and the National Commission on Safety Education. States in addition to North Carolina represented were New York, West Virginia, Alabama, Iowa, and New Hampshire.

In Superintendent Erwin's opinion, "this conference will be of special interest to North Carolina in view of the fact that we have one of the largest transportation systems in the United States, transporting more than one-third of our total school enrollment in approximately 5,000 buses."

## London's Schoolmasters Dislike Salary Scales

By way of *The School Government Chronicle* and *Education Review* it is learned that London's Schoolmasters and Assistant Masters in Secondary Schools are dissatisfied with salary scales for 1948-51. Part of a resolution from the Schoolmaster's Association reads as follows:

"(a) The Association disapproves of the basic scale for the following reasons:

"1. The need for an all-around improvement in the basic scale at minimum, increment and maximum, transcends all other considerations.

"2. The small changes proposed bear no relation to the increase in the cost of living.

"3. The vast majority of teachers on the climbing scale will get no immediate increase.

"4. The length of the scale, already excessive, is increased by two years making it necessary for a man to serve seventeen years before reaching his maximum.

"(b) That in view of (a) above, the Association shall express public disapproval of salary scales which are not commensurate with professional standards," etc.

## Supt. Contributes Idea For Living Memorial

Sgt. John Basilone, a Congressional Medal of Honor winner, was killed on Iwo Jima. A useful and inspiring living memorial has been instituted by the citizens of his hometown, Raritan, New Jersey, who collected a sum of money and designated it the "John Basilone Foundation." Part of the interest from this sum provides the four elementary schools in Bridgewater Township with \$10 a year. The money is used to purchase social studies books for each school's library in the name of one outstanding student in each school. Bookplates for these books, designed and executed by art classes, carry the name of John Basilone and are inscribed also with the name of the younger student chosen for the current year. Students are selected for this honor on the basis of character and citizenship.

Principals are working out a "rating card" listing the kind of services and personal qualities on which the youngsters will be judged. Such items as service on student councils, helping in lunchrooms, removing nails, glass and other destructive articles from the streets, and other civic duties are being taken into consideration for this record. When this report is completed, it will become part of the regular cumulative folder which is kept for each pupil. The winner in each school is given a scroll bearing his name and the nature of the award received.

This project is just one more way of emphasizing the objectives which good schools have always maintained.—Contributed by Carleton M. Saunders, Bridgewater Township Elementary Schools, Raritan, N. J.

## SCHOOL LIBRARIES SHOW GROWTH

School libraries continue to grow in number and in use, according to recent statistics on this phase of public education in North Carolina.

The 2,662 schools, 1,686 elementary and 976 high, from which reports were received, show a total of more than 3½ million books with over 10½ million in circulation in 1946-47. More than \$600 million was spent for public libraries, the greatest portion for books and magazines. There were during the year 151 schools that employed full-time librarians and 963 schools had teacher-librarians.

The following table shows the progress in library growth with recent years.

### LIBRARY STATISTICS

	1944-45	1945-46	1946-47
Schools reporting	2,355	2,365	2,662
Pupils enrolled	688,416	709,692	768,701
Books last report	2,849,646	3,067,625	3,404,488
Books lost and discarded	108,452	124,542	133,398
Books added	324,709	329,807	363,444
Books in libraries	3,065,903	3,272,890	3,634,534
Books per pupil	4.45	4.61	4.73
Magazines in libraries	27,233	29,466	30,948
Book circulation	9,838,935	9,996,218	10,574,776
Average circulation per pupil	14.29	14.08	13.73
Expenditures	443,199.66	490,523.56	636,886.66
Expenditures per pupil	.64	.69	.83
Expenditures for books and magazines	392,339.66	433,501.56	562,475.63
Expenditures per pupil for books and magazines	.57	.61	.73
Expenditures for supplies	50,860.30	57,022.11	74,411.03
Schools with full-time librarians	121	122	151
Schools with part-time librarians	614	588	637
Schools with teacher-librarians	862	963	1,005

## Catalog of Visual Teaching Aids Are Procured

"Slidefilms and Motion Pictures—To Help Instructors" is the title of a new catalog of selected visual teaching aids produced and distributed by the School Service Department of The Jam Handy Organization. This booklet lists discus-sional slidefilm kits, sound slidefilms, and educational sound motion pictures for vocational training workshop, industrial, and classroom use. All subjects have been selected for timeliness and adaptability to current teaching trends and instructors' needs. Free copies of this new catalog may be obtained by writing to The Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, Michigan.



## Department Lists Outstanding Pamphlets

Outstanding pamphlets for teachers recently issued have been listed by the Division of Instructional Service of the Department of Public Instruction. The list follows:

Bathurst, Effie G. *Schools Count in Country Life*. 1947. No. 8. Superintendent of Documents, U. S. Government Printing Office, Washington, 20c.

Benedict, Agnes (Editor). *Arts in Childhood*. 1946. Democracy and the Arts. Art and Knowledge, Child Growth Through Art, Art Links School and Community, Young Art, Living Their Parts, The Judgment of His Peers, Words that Live, 58 Park Avenue, New York 16; Association for Arts in Childhood.

Betts, Emmett Albert. *Visual Readiness for Reading*. 1946. (From Foundations of Reading Instruction, Chapter XI.) American Book Co., New York.

Blough, Glenn O. *Elementary Science Series, School Life*. Reprint. U. S. Office of Education, Washington. 1947. 10c.

Buzard, Helen C. *Some New, Some Old Suggestions for Teachers of Young Children*. 1947. Bureau of Publications, Teachers College, Columbia University, New York.

Childhood Education Association. *Modern School Practices in the U. S. A.* 1947. The Association, 1201 16th St., N.W., Washington, \$1.00.

Committee, Plastic Industry. *Plastics, the Story of an Industry*. Society for the Plastic Industry, Inc. 295 Madison Ave., New York.

Davis, Mary Dabney. *Schools for Children Under Six*. 1947. No. 5. (A report on the Status and need for nursery schools and kindergartens.) Superintendent of Documents, U. S. Government Printing Office, Washington, 20c.

Engle, Robert H. *Hunger Signs*. Pamphlet No. 142. National Fertilizer Association, 616 Investment Building, Washington 5, D. C.

Frank and Betts. *Water and Our Forests*. 1946. Publication No. 600. U. S. Government Printing Office, Washington. U. S. Department of Agriculture, Forest Service.

Johnson, Eleanor M. *Rubber*. 1946. American Education Press, Inc., Columbus, Ohio.

Lachat, Lawrence L. *The Nutritive Value of Vegetables*. 1945. Heinz Nutritional Research Division. H. J. Heinz Company, Pittsburgh, Pa. (free to physicians, dentists, nutritionists, and dietitians.)

MacKintosh, Helen K. *Camping and Outdoor Experiences in the School Program*. 1947. No. 4. Superintendent of Documents, U. S. Printing Office, Washington, D. C. 15c.

Martens, Elise H. *Curriculum Adjustments for Gifted Children*. 1946. U. S. Office of Education. U. S. Government Printing Office, Washington, D. C. 20c.

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## Good Health Week Observed

Good Health Week was generally observed in the public schools of the State during the week of February 1-7. Special programs were carried out in many schools, whereas others gave emphasis to long-range health planning during the period.

The following five-point program suggested by State Superintendent Clyde A. Erwin was considered as a procedure for improving child health in the State:

1. Protect children from health hazards.
2. Instruct each child in such a manner as to enable him to accept his responsibilities for health maintenance.
3. Encourage parents to provide medical care for their children.
4. Bring to the attention of the citizens of the community the particular health needs of the school, especially those that require financial support.
5. Co-operate with other health agencies and organizations in the promotion of sound health projects.

## Committee To Help Improve Negro Schools

In an effort to improve Negro education in Southern Association territory, a series of conferences are being held "to discuss plans for approval of Negro high schools in each State" and "to discuss ways and means and to make plans for the application of the Evaluative Criteria to each approved school."

These conferences have been called by the Committee on Approval of Negro Schools of the Southern Association of Colleges and Secondary Schools. Conferences have already been held in Atlanta on January 20 and in Richmond on February 17. A third conference will be held in New Orleans on March 8.

State agents for Negro schools, state supervisors of Negro high schools and chairmen of state committees of the Commission on Secondary Schools have been invited to participate in the discussions by Dr. J. Henry Highsmith, Secretary of the Committee on Approval of Negro Schools.

## Board Authorizes Renewal Requirements Be Met

The State Board of Education at its regular January session authorized the meeting of requirements by September 1, 1948 for the renewal of certificates by teachers who have not secured regular renewal credits.

Some action by the Board was necessary, since the General Assembly of 1947 refused to waive renewal credit requirements beyond the current year. By legislative acts all certificates had remained in force since 1931. Prior to that year renewal credits were required.

Recent action of the Board, according to Dr. James E. Hillman, Director of Professional Service, State Department of Public Instruction, means that all teachers holding certificates below Class A will be required to earn six semester hours of credit at intervals of five years. Persons holding Class A Certificates or higher fall into following groups:

- (1) Those who have held certificates for five or more years and who have earned renewal credits at least once do not have to earn renewal credits.
- (2) Those who have held certificates for five or more years and who have not earned renewal credits must secure renewal credits prior to September 1, 1948.
- (3) Those who have held certificates for less than five years may earn renewal credit any time prior to the expiration date of the certificate.

In other words, these certificates are issued for a five-year period, renewed for another five years on the basis of renewal credit, and at the end of that time renewal at five-year intervals on the basis of satisfactory experience.

A certificate which is not renewed, Dr. Hillman stated, "reverts to one of the next lower class and would remain in that class until the renewal requirements have been met."

"Contrary to the thinking of some people," Dr. Hillman further said, "renewal credit need not require summer school attendance. This credit may be earned through extension classes, Saturday campus classes, correspondence study instruction or summer school attendance. Facilities in the State are entirely adequate to take care of the approximately 6,000 who will need to earn such credits."

## Studebaker Estimates 32 Million Attending Schools And Colleges

An estimated 32 million education seeking Americans are attending the nations schools and colleges this year, according to John W. Studebaker, U. S. Commissioner of Education.

The best available information compiled by the U. S. Office of Education indicates an enrollment of 22,950,000 children in the elementary schools, 6,300,000 in the high schools, and 2,750,000 college students.

The larger number of six-year-olds this year, 2,450,000, as compared with last year's 2,247,000, accounts for the increase in elementary enrollment. In other words, the schools are feeling the first wave of the greater number of children born during the war years. According to the Office of Education, crowding in the elementary schools will continue for another four or five years.

Increasing social acceptance of a high school education as the minimum education requirement, along with the higher birth rate, accounts for the increase in high school enrollment, which is expected to increase almost a million students by 1953.

Higher college enrollments are due also to two main causes: the large G.I. enrollments and larger numbers feeling the need of a college education as a prerequisite for a vocation or profession. It is predicted that the enrollment for the nation will continue to rise to 2,477,000 in 1951-52 and to 2,924,000 by 1959-60.

## FCC Reports on FM

Twenty-three states are planning to set up statewide FM educational networks, according to replies received by the Federal Communications Commission in response to letters addressed to state educational officials.

States where planning reached the legislative stage are California, Pennsylvania, South Carolina, Virginia, and Wisconsin.

States in which planning committees are active are Georgia, Illinois, Kentucky, Louisiana, Michigan, and Texas.

States without planning agencies but showing strong interest are Alabama, Iowa, Ohio, Oklahoma, Mississippi, Missouri, New York, and Tennessee. (The U. S. Office of Education reports that there has been some planning also in Indiana, Maryland, Montana, and New Jersey.)

## The Teacher's "If"

If you can take your dreams into the classroom,

And always make them part of each day's work;

If you can face the countless petty problems,

Nor turn from them, nor ever try to shirk;

If you can live so that the child you work with

Deep in his heart knows you to be a man;

If you can take "I can't" from out his language

And put in place a vigorous "I can";

If you can take love with you to the classroom,

And yet on firmness never shut the door;

If you can teach a child the love of nature,

So that he helps himself to all her store;

If you can teach him life is what we make it,

That he himself can be his only bar;

If you can tell him something of the heavens,

Or something of the wonder of a star;

If you, with simple bits of truth and honor,

His better self occasionally reach,

And yet not overdo nor have him dub you

As one who is inclined to ever preach;

If you impart to him a bit of liking

For all the wondrous things he finds in print,

Yet have him understand that to be happy,

Play, exercise, fresh air he must not stint;

If you can give of all the best that's in you,

And in the giving always happy be;

If you can find the good that's hidden somewhere

Deep in the heart of every child you see;

If you can do these things and all the others

That teachers everywhere do every day—

You're in the work that you were surely meant for.

Take hold of it! Know it's your place and stay.

With apologies to Rudyard Kipling  
From Treasured Verses  
Warp Publishing Company

## Former Superintendent Dies

F. M. Eason, principal of Engelhard High School, Hyde County, died in a Norfolk, Virginia, hospital on January 9, after a long career as teacher, principal and superintendent in the public schools of North Carolina. Following two years of college work at Trinity College in 1906, Mr. Eason went to Dare County where he was principal of the East Lake, Buxton and Manteo schools. In 1913 he was elected superintendent of Camden County in which position he served until 1921. More recently he has been principal of high schools in Camden and Hyde Counties. At the time of his death Mr. Eason was in his 42nd year of his public school work.

## Bulletin Picks Five Top N. C. Educational Events Of 1947

This "Bulletin" picks the following five educational events of North Carolina as the most significant for 1947:

1. Increase of 30 per cent in salaries of teachers and other school employees as provided by the General Assembly of 1947 in the largest State appropriation for public education ever made, a total of \$63,408,987 for the nine months term and including vocational education, and the purchase of free textbooks and replacement of school buses for the school year 1947-48.

2. The provision for a State Education Commission which is now making a study of every phase of the public school system.

3. Greater local interest in the public schools as indicated by a larger number of units and districts than usual voting local taxes for supplementing the State program, by the issuance of bonds for the erection of new buildings, and by the purchase of new additional buses from local funds.

4. 1947 marks the first year of the completion of the inauguration of the twelve-year program. All schools operated nine months and all school children were provided with the twelve-year curriculum. A total of 26,690 students graduated from the public high schools as compared with only 8,575 the year before.

5. The Fritz case. This case in all its ramifications has consumed more newspaper space than all other events put together, and so in the over-all picture for the year takes its place, in the opinion of the Bulletin, as one of the five top events of the year.

# STATE SCHOOL FACTS

Published Monthly by the State Department of Public Instruction

## GENERAL CONTROL

"General control" is the term used for that group of school expenditures made for the local administration of the public schools. It includes expenditures for the following items: Salaries of superintendents; travel expense of superintendents; salaries of assistant superintendents; business managers, and clerical assistants for the superintendent's office; per diem and travel expense of members of boards of education; school treasurers' salaries and expense; salaries and travel of attendance officers; audit costs; legal expense; and school election and other expense of the superintendents' offices.

Table I

Table I shows the amounts expended for general control from all funds, State and local, for each of the years from 1927-28 to 1945-46. A division of these expenditures has been made for the items of groups of items indicated. Since the number of units varies from year to year, this fact should be considered in any interpretation of these figures.

The low point in expenditures for

general control, as this table shows, was in 1933-34, when the 100 county and 67 city units spent a total of \$810,736.61. In 1945-46 a total of \$1,586,736.86 was expended in 171 units (100 county and 71 city) for this object.

Expenditures for salaries of superintendents and clerks and for supplies for their offices have increased from a total of \$651,969.43 in 1933-34 to \$1,409,934.27 in 1945-46.

Since the greater portion of the school bill is now paid from State funds, the expenditures for boards of education and treasurers have not been as great since the depression years as they were prior to the low point of that period.

Expenditures for attendance officers have increased since 1933-34, but not to the amount which was spent prior to that year. This is due largely to the fact that welfare officers and attendance officers were largely the same person at that time, whereas now the salaries of welfare officers have been eliminated from the school budget and indicated a number of units have attendance officers.

percentage of general control expenditures were lowest in 1940-41 and have not increased very much since that year. This is due in the main to the fact that State appropriations require less expenditures for other purposes.

Tables II and III

In these two tables, Table II for city units and Table III for county units, the expenditures for general control in relation to the total current expense are shown for each unit for the year 1945-46. Amounts expended for treasurers and attendance officers are shown in separate columns as an aid in the interpretation of the data.

As these tables show, a larger portion of the total current expense was expended in city units than in county units, 3.6 per cent as compared with 2.4 per cent.

Among the county units the percentage of current expense for general control items ranges from 1.2 in Guilford and Rutherford to 8.2 in Chowan.

Other county units which had a low percentage for general control are Johnston 1.3, Nash 1.3, Pitt 1.6, Sampson 1.5, Union 1.5, Wilkes 1.7, and Harnett 1.7.

Other county units having the largest

Other high percentages among city units are the following: Franklinton 7.2, Fremont 9.9, Glen Alpha 7.4, Madison 7.4, Morven 7.2, Murphy 7.8, North Wilkesboro 8.8, Pinehurst 9.5, and Southern Pines 8.1.

These figures clearly indicate that smaller units spend a larger portion of current expense for general control than is spent in the larger units.

The absence of figures in the "Attendance" column raises the question of what should be done in this field of public education. At present the matter is a responsibility of the local units; and as a result some units provide attendance services even though small in some instances, whereas other units spend no money on this item.

In the case of the treasurers' commission, in most units school moneys are handled through the regular county or city treasurer without extra cost to the schools. State funds do not pass through local treasurers.

## II. EXPENDITURES FOR GENERAL CONTROL, COUNTY UNITS, 1945-46

	Supts. Clerks Office	Treas. Commission	Attend. avert	Total General Control	Total Current Expense	Per Cent General Control
Alamance	\$ 11,827.80	\$ 140.00		\$ 11,967.80	\$ 599,214.03	2.0
Alexander	7,654.89			7,654.89	333,156.35	4.6
Alexander	8,832.07			8,832.07	349,684.22	2.5
Ash	7,152.37			7,152.37	323,582.58	2.2
Ash	8,152.31	20.00		8,172.31	328,018.09	2.5
Avery	8,638.32			8,638.32	435,160.09	2.0
Bertie	8,638.32			8,638.32	435,160.09	2.0
Bladen	8,638.32			8,638.32	435,160.09	2.0
Brunswick	17,915.55	500.00		18,415.55	908,650.87	2.0
Burke	10,363.29			10,363.29	397,062.85	2.6
Cabarrus	9,716.54			9,716.54	446,818.42	2.2
Caldwell	7,653.57			7,653.57	105,016.66	7.3
Catawba	7,653.57			7,653.57	105,016.66	7.3

## I. EXPENDITURES FOR GENERAL CONTROL, 1927-28 to 1945-46

Year	State's Education	Boards of Education	Treas. Arrears	Attend. Officers	Other	Total	No. Ad. Units
1927-28	\$1,034,732.14	\$45,716,559	\$69,491.24	\$80,921.96	\$145,063.59	\$1,376,905.32	198
1928-29	1,044,910.84	41,311.34	57,379.47	81,955.29	116,767.48	1,342,824.42	198
1929-30	1,067,753.87	40,195.36	58,876.11	82,568.99	117,583.37	1,367,077.70	198
1930-31	1,097,753.87	40,195.36	58,876.11	82,568.99	117,583.37	1,367,077.70	198
1931-32	896,966.81	33,776.20	27,023.15	72,539.09	61,603.53	1,232,955.59	199
1932-33	833,714.03	32,780.51	25,180.49	69,682.26	64,573.17	1,094,870.46	195
1933-34	533,952.33	18,299.83	7,322.66	9,922.32	44,266.46	620,783.60	167
1934-35	683,350.40	28,898.68	7,702.82	14,158.33	51,870.82	785,400.91	168
1935-36	711,931.21	26,843.69	10,093.86	15,442.27	37,609.16	800,070.19	169
1936-37	734,500.68	31,822.90	16,000.98	10,944.88	35,154.27	888,456.99	169
1937-38	734,500.68	31,822.90	16,000.98	10,944.88	35,154.27	888,456.99	169
1938-39	734,500.68	31,822.90	16,000.98	10,944.88	35,154.27	888,456.99	169
1939-40	824,802.59	31,201.41	14,450.52	15,196.36	31,509.78	922,430.66	171
1940-41	809,329.55	31,201.41	14,450.52	15,196.36	31,509.78	922,430.66	171
1941-42	809,329.55	31,201.41	14,450.52	15,196.36	31,509.78	922,430.66	171
1942-43	809,329.55	31,201.41	14,450.52	15,196.36	31,509.78	922,430.66	171
1943-44	809,329.55	31,201.41	14,450.52	15,196.36	31,509.78	922,430.66	171
1944-45	809,329.55	31,201.41	14,450.52	15,196.36	31,509.78	922,430.66	171
1945-46	1,586,736.86	31,201.41	14,450.52	15,196.36	31,509.78	1,689,134.93	171





# ONCE UPON A TIME . . .

(With Apologies to Ferdinand, and as recited at the Teachers College, Columbia University, Dinner.)

There was a little philosophy, and his name was Curriculum.

All the other little philosophies he lived with would run and jump and butt their heads together. But not Curriculum. He liked to just sit quietly and mature.

He had a favorite status quo on the shelf in the superintendent's office. It was his favorite place and he would sit in his status quo all day and mature. Sometimes his mother, who was curriculum expert, would worry about him. She was afraid he would become a-social all by himself.

"Why don't you run and play with the other little problems and projects and units?" she would say.

But Curriculum would shake his head. "I like it better here where I can just sit quietly and mature."

His mother said that he was individualistic and not a problem child, and because she was an understanding mother, even though she was a curriculum expert, she let him just sit there and mature.

As the years went by, Curriculum grew emotionally, socially, mentally, and physically until he was a very big and strong and integrated curriculum. All the other problems and projects who had grown up with him in the same school would fight each other all day. They would dominate each other and indoctrinate each other with specific objectives. What they wanted most of all was to be picked for the exhibits for the A.A.S.A. convention.

But not Curriculum—he still liked to sit quietly in his status quo on the shelf in the superintendent's office and mature.

One day seven board members came, armed with tests and measurements to pick the most progressive philosophy for the child-centered schools. All the other philosophies ran around propagandizing so the men would think that they were very, very progressive and pick them. Curriculum knew that they wouldn't pick him and he didn't care. So he went back to his favorite shelf to sit down.

He didn't look where he was sitting and instead of sitting in his nice status quo on the shelf he sat on a pointed criticism.

Well, if you were a pointed criticism and a philosophy sat on you, what would you do? You would shake his status quo and loosen his mechanistic

psychology. And that is just what this pointed criticism did to Curriculum.

Wow! Did it hurt! Curriculum jumped up with a snort. He ran around purposing, planning, experiencing, analyzing, researching, and integrating subjects as if he were crazy. The seven men all saw him and they shouted with joy. Here was the most progressive, the most organic psychology of all. Just the one for the philosophy fights. So they pushed him down the I. Q. sluices.

What a day it was! Forums, jury panels, advisory committees, production staffs, conferences, civic leagues, and even safety patrols participated tolerantly—and all the lovely children had cumulative records at their backs and their hands full of standards, skills, and knowledges to aim at Curriculum.

They had a parade into the A.A.S.A. First came the Teacherilleros with long sharp inhibitions of traditional methods to stick in the philosophy and make him mad. Next came the Principlores who rode skinny hobbies and they had long axes to grind the philosophy and make him madder. Then came the Superintendent the proudest of all—he thought he was very handsome, and bowed to the ladies. He had a red cape and a sword and was supposed to evaluate philosophy last of all.

Then came the philosophy, and you know who that was, don't you? CURRICULUM. They called him Curriculum the Progressive, and all the Teacherilleros were afraid of him, and the Principlores were afraid of him, and the Superintendent was scared stiff.

Curriculum was given to all the teachers and principals and everyone shouted and clapped because they thought he was going to be self-directive and function without probable error.

But not Curriculum. When he got to the teachers' desks, he saw that the lovely teachers did not know that the democratic way of life required cooperation, and so he just sat down quietly and matured.

He wouldn't stimulate and he wouldn't integrate, no matter what they did. He just sat and matured. And the Teacherilleros were mad, and the Principlores were madder, and the Superintendent was so mad he cried because he couldn't show off his life-like situation. So they had to

## Schools for Negroes To be Erected

School buildings for the use of Negro children are to be erected in the immediate future in a number of counties of the State, it is learned from Dr. N. C. Newbold, Director of Negro Education, State Department of Public Instruction.

Last month, Dr. Newbold states, contracts were let for building two schools for Negroes in Robeson County. One of these is for Lumberton, to be located less than a mile east of the city. The other will be in Maxton. These two buildings are estimated to cost approximately \$250,000.

Action has been started also to erect a fourteen-teacher school for Negroes at Chadbourne in Columbus County. This building is to cost about \$70,000.

## Occupational Charts Published

A series of nine illustrated Occupational Orientation Charts which define and classify over 600 occupations and occupational groups has been published by the B'nai B'rith Vocational Service Bureau, national occupational research agency.

Starting with a chart that gives an over-all view of the world of work, the series includes eight additional charts on the professional, semi-professional, managerial, clerical-sales, services, agricultural, skilled, and semi-skilled occupations.

In addition to the definitions and groupings of occupations, information is given on the approximate number of workers employed in each. There are cross-references which indicate possible lines of advancement from or into related occupations.

The charts have been designed to give career-aspiring young people a broad perspective on the world of work through a simple and orderly presentation of occupations. They may be used for orientation preliminary to counseling, for classes in occupations, and for counselor training.

Each chart is 38 inches in width, with length varying from 15 to 50 inches. The complete set of nine charts may be secured for \$2.00 from B'nai B'rith Vocational Service Bureau, 1746 M Street N. W., Washington 6, D. C.

take Curriculum home.

And for all I know he is sitting there still, in his status quo on the shelf, maturing just quietly.

He is very happy.

## Other States Make News

What is being done by other states in the field of education? The briefs which follow, taken from *U. S. Education News*, partially answer this question:

**Illinois.** An Institute of Government and Public Affairs has been established in the University of Illinois.

**South Dakota.** A \$3,000,000 State-aid appropriation for the biennium 1948-49 was passed by the Legislature.

**Montana.** To effect a reduction in the number of Montana school districts, a School Reorganization Commission was established by the Legislature and nine appointees of the governor took office in May.

**New Jersey.** The campaign of New Jersey teachers for a \$2,500 statewide minimum salary met partial success May 12 when Gov. Alfred E. Driscoll signed a bill raising minimum salaries from \$1,500 to \$1,800.

**New Mexico.** A five-member Educational Survey Board to be appointed by the governor was created by the Legislature to study "all problems concerning the educational program and educational problems in the State of New Mexico."

**Washington.** Legislation was passed appropriating \$20,000,000 in State-aid for school building construction and another \$7,000,000 for additional school support of \$250 per year per teacher.

**Florida.** General co-education will be permitted in Florida, at State-operated colleges for white students after July 1 for the first time in more than 40 years.

**Mississippi.** J. M. Tubb, state superintendent of education in Mississippi, has answered critics of federal aid who have stated on the radio and elsewhere that Mississippi had never asked for federal aid. Mr. Tubb said the state, as a whole, and its educational forces strongly urged federal aid and the attitude of the state has been made clear at every Congressional hearing.

**Montana.** Although a minimum salary bill was not enacted in Montana, the state teachers association feels that much progress has been made in recent months. For the 1947-48 year, M.E.A. estimates, salaries of teachers and administrators will be \$500 to \$700 higher than for the previous school year. Statewide average for teachers is \$2,500 to \$2,700.

**Wisconsin.** Establishing of several junior colleges in Wisconsin was recommended by a University of Wisconsin committee that has made a

## Miller Sends Out Book Aid Program Instructions

A pamphlet on how to organize and conduct county book aid programs and how to prepare and ship books to the children of Europe was recently sent to each county chairman by J. E. Miller, State Department of Public Instruction, State Chairman of the Book Aid Program. The pamphlet, which was prepared by John A. Park initiator of the Program, also contained other information about this program.

In addition to Mr. Miller other members of the State Committee are Marjorie Beal, Jesse O. Sanderson, R. O. Heater, Grady Ferrell, Mrs. Charlotte Hilton Green, and John Harden.

## Former County Supt. Dies

Thomas H. Cash, Sr., who retired July 1, 1947, as superintendent of Forsyth County schools, died at his home in Winston-Salem on January 3. He had been ill for several months.

A native of Davie County, Cash was educated at the Salem Boys' School, Winston-Salem, and the University of North Carolina. He entered the Winston-Salem school system as a teacher in 1905 and remained at the North Elementary School as teacher and principal until 1923, when he was elected superintendent of the Forsyth County schools.

He was credited with abolishing the one-teacher schools in the county and bringing the system up to its present high rating.

study of higher education resources of the state.

**Michigan.** A 22-member committee has been named by Dr. Eugene B. Elliott, Michigan's State superintendent of public instruction, at the request of Gov. Kim Sigler, for a study of the state school aid law.

**Georgia.** The Georgia State Board of Education has adopted a safety program under which it hopes to eliminate unsafe school buses.

**Missouri.** Missouri public and private grade and high schools and state-supported colleges and universities must offer regular courses in American History and American institutions beginning July 1, 1948, the Attorney General's department has ruled.

**Texas.** Eighty-seven public schools in 61 counties of Texas have asked for funds to provide special education for 11,664 exceptional children.

## Salaries Sound High But What Do They Buy?

Salaries paid today sound high, but when they are used for purchasing the necessities for living what do they buy?

The answer to this question in terms of what a dollar bought in September, 1947, as compared with what a dollar would buy prior to the war is 61 cents. At this writing this purchasing power has probably been reduced to less than 60 cents.

Here are some comparisons, based on the September, 1947, Consumers' Price Index:

Present Salary	Prewar Value
\$7,000	\$4,274
6,500	3,968
6,000	3,663
5,500	3,358
5,000	3,053
4,500	2,747
4,000	2,442
3,500	2,137
3,000	1,832
2,500	1,526
2,000	1,221
1,500	916

Since September these prewar values have shrunk still further. Then, too, in the case of teachers and other State employees the "take-home pay" is still less because the Federal income tax did not apply to public employees before 1939.

## Sponsors Announce Contests

Two contests which have the approval of the Committee on Contests of the National Association of Secondary School Principals have been announced recently.

The 1948 Scholastic Writing Awards Contest offers a total of 22 classifications in senior and junior divisions. Entry blanks may be obtained from Scholastic Awards, 220 E. 42nd St., New York 17, N. Y. The deadline for entries is March 5.

The Fourth Annual National School Traffic Safety Poster Contest is announced by the American Automobile Association. There are 60 cash prizes available to elementary and high school students. May 1 is the deadline for this contest. Announcement folders giving the rules, etc., may be obtained from local AAA Automobile Clubs, or from National Poster Contest Headquarters, American Automobile Association, Washington, D. C.



## How the U.S.S.R. Educates

The U.S.S.R. has 120,000 schools at the present time with 20,000,000 primary pupils and 797 higher schools with 632,000 students of which nearly half are women. The present organization of education dates from 1934. It is identical in all the federated republics and is based on the principle of a single type of school accessible to all citizens, whatever the social category to which they belong. In the public schools education extends over ten years, four primary and six secondary. Throughout the primary school course in the schools of the federated republics all the teaching is given in the native language of the district, Russian taking second place. Secondary education is given in the last three years of the "septennial schools" or in the last six years of the "decennial schools." The last three years of the "decennial schools" are only attended by a small number of pupils preparing for the matriculation examination. Pupils holding the "septennial school" certificate may continue their studies in the secondary technical schools, which number 3,795 and support 803,200 pupils. These schools train specialists in agriculture, the building trade, transport, mechanics, arts applied to industry, and also nurses and chemists' assistants, etc. Higher education is given in 30 universities, 78 higher medical schools, 328 higher technical and agricultural schools, 43 higher schools of economics, 25 higher schools of art. Although higher education is not free, some 90 per cent of the students receive scholarships the value of which is commensurate with the work done. Secondary and higher training is not reserved for students only; workers and peasants may, while continuing to work, follow all university courses either by correspondence or in the factory schools or kolkhoses and in the workers' universities established in connection with the factories.

There are three types of teacher training institutions in the U.S.S.R. These are: (1) normal schools giving a three-year training to teachers preparing to work in the four-year primary schools, the candidates being chosen from those holding the septennial school certificate; (2) higher normal schools or training colleges of two years for teachers in the septennial schools (5th to 7th classes). These schools admit students who have matriculated; (3) educational institutes with a four-year course for teachers in the decennial schools (8th to 10th classes). These institutes also accept

## Erwin Approves Navy's Recruiting Policy

State Superintendent Clyde A. Erwin recently announced approval of the Navy's Recruiting Policy.

"After reading Admiral Sprague's statement of the Navy's Recruiting Policy," Superintendent Erwin stated, "I am of the opinion that the Navy offers a splendid opportunity for further training for many young men who have completed high school and who find it impossible to continue their education otherwise." Superintendent Erwin stated that many high school boys, who find it impossible to go to college or to obtain suitable vocational training in schools or in industry, will find in the Navy many splendid educational opportunities. He also commended highly the policy of the Navy's Recruiting Service in making contacts with youth who are enrolled in school only through the regularly constituted educational channels. "I am sure the school authorities in North Carolina will be glad to co-operate with the Navy Recruiting Service on the basis of its present recruiting policy."

## Miss Dennis Announces Revision of Home Ec. Course of Study

A revision of the course of study for the homemaking education program in the high schools of the State is now in process, it is announced by Miss Catherine Dennis, State Supervisor of Home Economics. The supply of Publication No. 204, the Homemaking Course published in 1938 and reprinted in 1940, is entirely exhausted, and thus the necessity for a new revised publication.

The new publication will be available for the 1948-49 school term, Miss Dennis states. Already group meetings of home economics teachers have participated in the preparation of material. During August the Home Economics staff and a committee of teachers attended a curriculum retreat for the purpose of organizing this material.

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matriculated students. There are at present 1,146 normal schools and educational institutes training more than 300,000 primary and secondary school teachers.

## President's Commission Sets Goals

Goals in the field of education are set forth in the first volume of the President's Commission on Higher Education, which has been released recently. From the section on "Equalizing Educational Opportunity" the following points are taken:

High-school education must be improved and should be provided for all normal youth.

Education through the fourteenth grade should be made available in the same way that high-school education is now available.

Financial assistance to competent students in the tenth through fourteenth grades who would not be able to continue their education without such assistance should be provided.

The present tendency of increasing tuition and other student fees in the senior colleges beyond the fourteenth year, and in both graduate and professional schools should be reversed by lowering tuition costs in publicly controlled colleges and by aiding deserving students through inaugurating a program of scholarships and fellowships.

The program of adult education should be expanded considerably and more of it should be made the responsibility of the colleges and universities.

Public education at all levels should be made equally accessible to all, without regard to race, creed, sex, or national origin.

This complete 103-page report may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for 40 cents.

## School-Health Service Offers Aid in Mental Health

Schools may secure limited service in the area of mental health from the School-Health Co-ordinating Service, a joint division of the State Board of Health and the State Department of Public Instruction.

There are seven specific aids in this field, according to Dr. R. M. Fink, Consultant on Mental Hygiene. These are: Home relations courses, mental health kits, correspondence courses, summer courses, bibliographies, in-service study groups, and school and adult education projects.

Teachers and administrators who desire further information concerning these services should write to Dr. Fink.

## Washington Dispatch Picks Top Five Educational Events of 1947

Top five educational events of 1947 have been selected by *Educator's Washington Dispatch*, a fortnightly letter devoted to reporting and interpreting new developments affecting education.

These five events were as follows:

1. Appropriation of more than \$300 million by the State legislatures to raise teacher salaries and improve school programs.
2. The radio and magazine advertising campaigns by the Advertising Council publicizing schools' plight and problems, an event which symbolizes the support businessmen give to education.
3. Creation of the Commission For Life Adjustment Education to revise high school curricula.
4. Absorption of 2,338,226 students into colleges and universities, (1 million more than in any prewar year).
5. Launching of the foreign exchange scholarships authorized by the Fulbright Act—which was called by the State Department "the greatest educational experiment the world has ever seen."

## Many Make Calls for Special Session of Legislature

Since the first request to Governor Cherry to call a special session of the Legislature made by the school superintendents at their annual meeting early in December, there have been many other groups and individuals who have added their voices to the request. The purpose of the special session would be to appropriate funds to raise the salaries of teachers and other State employees in keeping with living costs, which have increased rapidly since the last session of the General Assembly.

Those adding their voices to the superintendents are the board of directors of the North Carolina Education Association; the principals association, various local units of the N.C.E.A., gubernatorial candidate R. Mayne Albright, Senator Simms of Wake County, and a number of others.

The Raleigh afternoon paper conducted a quiz on the question in which a number of persons asked: What should the Governor do? Five out of six persons interviewed stated that a special session of the Legislature should be called if this is required in order to raise salaries.

## Board Approves Loans From Literary Fund

Loans from the State Literary Fund were approved by the State Board of Education at its regular meeting on December 4, as follows:

Familico County, \$10,000.

Jackson County, \$10,000.

These loans are made to these counties at 4 per cent interest for repairing school houses.

## Department Makes Plans For New Science Bulletin

Plans for revising and reprinting the course of study in science, Science for the Elementary Schools, were announced in a recent letter to county and city superintendents by Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction.

In his letter Dr. Highsmith called on superintendents for the names of teachers who would be interested and would "have a contribution to make in the revision of this science bulletin." It is the plan to make the new publication cover science instruction from grades I-XII. The old science bulletin included material for grades I-VII only.

"In addition to the teachers named," Dr. Highsmith stated, "we shall seek the service of many consultants including superintendents, principals, supervisors and science specialists."

Miss Julia Wetherington and A. B. Combs of State Department staff will serve as co-ordinators in the preparation of this publication.

## Children and Their Words

Children know and use more words than had been previously supposed. The average reader used in the classroom introduces only 500 new words a year. But the average child acquires and uses more than 5,000 new words a year.

Authority for the statement is Dr. Robert H. Seashore, Northwestern University. Working with his collaborators in this field, he compiled this table of vocabulary sizes:

Age 4—5,000 basic words; age 5—9,000 words; age 6—14,700 words; age 7—21,200; age 8—26,300; age 9—29,300; and age 10—34,300. In addition, children know large numbers of derivative words.

## Schools Asked to Co-operate In Food Conservation

Teachers of home economics and managers of lunchrooms have been requested by State Department officials to co-operate in the National Food Conservation Program.

In a letter to the home economics teachers, Catherine Dennis, State Supervisor, called attention to the program and enclosed a suggested outline of a talk to be used in speaking before clubs and other groups or to present in chapel by a panel of students.

In the December number of School Lunch Ideas, issued by the School Lunch Program, Mrs. Anne Maley, State Supervisor, presented a guide for serving school lunches, including a number of suggested menus.

"We can save food and still eat well," Mrs. Maley states. "Careful food planning means we can have enough food nutrition here, and can also send food to starving children and their families in Europe."

## WOTP Comes Into (Official) Being

With the ratification of the charter for the World Organization for the Teaching Profession by 16 national associations, the WOTP is now a reality. It was announced recently by the Edpress News Letter.

The national associations represent the following 13 countries: Bolivia, Brazil, Canada, China, Czechoslovakia, Dominican Republic, Greece, Ireland, Luxembourg, Poland, Scotland, Switzerland, and the United States.

William G. Carr, acting Secretary General of the WOTP, who just returned from a WOTP meeting at Glasgow, reports that Dean William F. Russell, Teachers College, Columbia, was elected president for a two-year term. Vice-president is Dr. F. L. Sack, Switzerland, and the chairman of the Executive Committee is Margaret Pringle, Scotland.

## Radio Scripts Available

Radio Station KDKA, Pittsburgh, Pennsylvania, has prepared a series of 18 radio programs entitled, "Friends Around the World," covering many of the devastated countries. A set of scripts may be secured for \$2 by writing Station KDKA. Three sets of 12 programs each are available.

## Former Superintendent Jennings Dies

M. P. Jennings, who retired last year as Superintendent of Pasquotank County Schools, died in Elizabeth City on January 15 at the age of 65 years. Mr. Jennings had retired after 28 years of service to recuperate from a heart ailment.

Mr. Jennings began his career as superintendent at the beginning of the consolidation period. Under his administration the number of white schools were reduced from 22 to three and the Negro schools from 17 to 12.

## Colorado School Offers Scholarship

A scholarship valued at \$425 is offered to a North Carolina youth by the Colorado School of Mines, it was announced recently.

The applicant for the scholarship must be recommended by State Superintendent of Public Instruction, Clyde A. Erwin. He must also satisfy the entrance requirements of the Colorado school and must be in the upper tenth of his class. He must also be a bonafide resident of the State and should have an active interest and demonstrated ability for engineering. Either high school or college students are eligible for the scholarship.

The Colorado School of Mines is known for its training leading to engineering degrees in mining, metallurgy, geology, and petroleum production and refining.

## State Abandons Plans for Operating Trades School at Camp Butner

Governor Gregg Cherry recently announced that plans for operating a State-supported vocational trades school at Camp Butner, near Durham, had been abandoned.

The proposed Butner project, according to officials of the Department of Public Instruction, would have required a larger budget than the State was prepared to provide. Then, too, independent use of that part of the Camp Butner site and equipment for the school could not be obtained, it is understood.

The tools and machinery already secured and stored for use of the proposed school will be distributed among the high schools of the State, the Governor stated. This equipment had been obtained from the War Assets Administration.

## Good Writing

To the good reader  
Good writing brings  
The color of painting,  
The plasticity of sculpture,  
The cadence of music.

It is the master  
Of the bound, Reason,  
Who perennially pursues  
The fox, Truth.

It discloses the hidden  
And forgotten links  
Which bind together men  
Of all times and lands.

And sometimes  
Out of three sounds  
It really can frame,  
"Not a fourth sound,  
But a star"  
To cast a little light  
On our next step  
On a precipitous path  
In a darkened universe.

(From "Reading is Creative" in  
the *North Carolina English Teacher*,  
by William T. Polk. Arranged by  
L. H. Jobe.)

## Society Urges Schools To Form Audubon Clubs

In order to stimulate children's interest in exploring their own neighborhood this spring, schools are being urged by the National Audubon Society to form an Audubon junior club. Audubon Junior Clubs are nature clubs sponsored by the National Audubon Society to introduce children, through bird study, to the wonders of plant and animal life and to develop interest in the conservation of wildlife and other natural resources.

Ten children of elementary, junior or senior high school age constitute a club. Each club has an adult adviser. Club dues are 15 cents per member. Dues are paid to the adult adviser who forwards the combined club dues to AUDUBON JUNIORS, 1000 Fifth Avenue, New York 28, N. Y., with a letter stating how many sets of leaflets in the Junior or Senior edition are required.

## Representative Holds Art Demonstrations

Mrs. Vina Gould, a representative of Milton Bradley Company, agency for art and other school supplies, held demonstration and workshop meetings with teachers in a number of counties and cities on the teaching of art during January and February.

## Bus Mechanics Hold Meetings

School bus mechanics of the State held a series of meetings the latter part of January and the first of February. These meetings, according to C. C. Brown, Director of the Division of Transportation, State Board of Education, were held to discuss various transportation problems.

A sample of the day's program of the meetings which were held in Washington, Asheville, Salisbury, Elizabethtown, and Durham, included the following topics: The Organization of School Bus Transportation of North Carolina, Preventative Maintenance, Contract Buying and Record Keeping, The Mechanic's Contact With Principals and Drivers, Responsibilities and Duties of School Bus Mechanics, Operation of Gas and Service Trucks, and Routing School Buses.

## Tests Given Seniors

All high school seniors were given tests in a Statewide test on January 21. These tests were given by the State Department of Public Instruction in cooperation with the North Carolina College Conference.

The test administered was the American Council of Education Psychological Examination. They have been sent to the University of North Carolina, Chapel Hill, to be scored.

## "Dispatch" Advises Delay In Purchase of Sound Projectors

"Plan to buy your new 16mm sound projectors about the middle of 1948," Washington Educator's Dispatch advises in its Jan. 8 letter. Projectors will be plentiful by that time; trend of prices will be down; competition among dealers will be keener, the Dispatch says.

## P.T.A. Leaders Endorse Special Session Request

The Executive Committee of the North Carolina Congress of Parents and Teachers at its January meeting in Greensboro endorsed the request for a special session of the General Assembly recently made by school superintendents, the board of directors of the North Carolina Education Association and others. This special session of the Legislature is being requested to meet the emergency needs in public education caused by the increasing costs of living and the operational costs of schools.



# THE ATTORNEY GENERAL RULES

## Commissioners May Appropriate Funds for Repair of School Buildings

I acknowledge receipt of your letter enclosing a letter from Superintendent \_\_\_\_\_ of the \_\_\_\_\_ County Schools in which he states:

"\_\_\_\_\_ School in \_\_\_\_\_ County is badly in need of repairs and improvements. The house was erected by local trustees with proceeds of a bond issue authorized by Legislative enactment and voted by the people. The title for the site was given to the local trustees with the special provision, (1) That the person from whom land was purchased and all his descendants should have certain privileges in connection with the use of the property not enjoyed by other persons and (2) That when the property should no longer be used for school purposes title should revert to him or his descendants.

"\_\_\_\_\_ is no longer a special tax district and indebtedness has been fully paid. It is now a school in District No. \_\_\_\_\_.

"Would the \_\_\_\_\_ County Board of Education be forbidden to make repairs or improvements on \_\_\_\_\_ School building if G. S. 115-88?"

"If answer to above question should be affirmative, would the \_\_\_\_\_ County Board of Education have authority to condemn the site as to the special privileges granted to certain persons and as to reversionary title?"

I cannot be very definite in my opinion since I am not apprised of the rights retained by the grantors when the property was conveyed to the trustees and am likewise not acquainted with the exact wording of the reverter clause. And I doubt the authority of the County Board of Education to condemn the special privileges retained by the grantors. However, it seems to me that since title, even though subject to certain limitations, vest in the County Board of Education that the Board of County Commissioners could appropriate funds for the repairs of the building. The Board should determine whether or not the privileges retained by the grantors are such as would seriously interfere with the proper operation of the school.

This is a matter which I think Superintendent \_\_\_\_\_ should discuss with his County Attorney who is on the scene and is better acquainted with the exact contents of the deed than am I.—December 16, 1947.

## When School Property May Be Leased

I acknowledge receipt of your letter of November 25 enclosing copy of a letter from Superintendent \_\_\_\_\_ of the \_\_\_\_\_ City Schools in which he inquires as to whether or not the \_\_\_\_\_ City School Board has authority to lease the school stadium for a period of five years.

I am enclosing herewith a copy of a letter which I wrote to Honorable \_\_\_\_\_, attorney for the \_\_\_\_\_ City Administrative Unit in which I expressed the opinion that the City Administrative School Board could permit the use of the stadium for the playing of professional baseball during the summer months if such use would not interfere in any way with school functions and that the Board could make such charges for such use as it considered fair and reasonable. Of course, such authority would have to be occurred in by the State Board of Education as provided in Section 115-95 of the General Statutes. I know of no statutory authority for school boards to enter into leases for the use of school property and I do not think that the use of such property as authorized by G. S. 115-95 contemplates an exclusive use by a professional baseball team or the authority to enter into a lease for a period of five years even though its use as provided for in the lease would not interfere with other school functions. It seems to me that no agreement should be entered into which would deprive the school board from exercising sole and complete use of school property at any and all times. However, I reaffirm the opinion expressed in my letter of February 5 to the effect that subject to the approval of the State Board of Education that the Local School Board could authorize the use of school property when such use does not interfere with school functions and when the board reserves the right to terminate such use on its own motion.—November 28, 1947.

## Illinois Adopts Sick Leave

The Legislature of Illinois recently adopted a sick leave law (H.B. 424) which is now in effect. This law requires school boards to grant teachers five day's sick leave annually without loss of pay and five days with half pay, both cumulative to fifteen days. The law is Statewide in its application.

## School Property May be Leased During Summer

While in this office today you stated that the \_\_\_\_\_ City Administrative Unit acquired a site and an athletic stadium was erected thereon by funds contributed by Mr. \_\_\_\_\_ and other patrons of the city schools, and that the stadium has been used for high school athletic contests and other public gatherings. I understand that the support of athletic teams and the maintenance of the stadium is dependent very largely upon the gate receipts and the use of the stadium for other purposes. You stated that the trustees of the city administrative unit are considering leasing the stadium to the local professional baseball team for the summer months and such use would in nowise interfere with the school's athletic program. You inquire as to the authority of the Board of Trustees to lease the stadium to the professional ball team.

I find no statutory authority for the lease of school property for any purpose but I do find provision for the use of such property for purposes other than those fostered by the school.

Section 115-95 of the General Statutes reads as follows:

"It shall be the duty of the County Board of Education as to county administrative units and the Boards of Trustees as to city administrative units, to encourage the use of school buildings for civic or community meetings of all kinds that may be beneficial to the members of the community, the State School Commission and the County Boards of Education for county administrative units and Boards of Trustees for city administrative units, shall have power and authority to promulgate rules by which school buildings may be used for other than school purposes."

I think that the city administrative school board could permit the use of the stadium for the professional baseball during the summer months when such use would not interfere with any school function and that the board could make such charges for such use as it may consider fair and reasonable. I suggest that the board adopt regulations as to the use of the property and find that the use of such property for other than school purposes is necessary to provide sufficient funds to maintain the stadium.—February 5, 1947.

## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, Feb. 1943)

**Point rationing** is shortly to become a vital factor in the purchase of various kinds of foods in every American home.

**Opinion** has been expressed by many of the State's leaders, including editors, that of the main two proposals for improvement of the public schools, increasing the salaries of school employees and providing for a ninth month at State expense, only one of the two should and could be accomplished at this session of the General Assembly.

**The shortage** of teachers, due to war conditions, has created a number of problems with reference to teacher employment.

**Draftees** in the present war are educationally head and shoulders above their counterparts in the last war, recently compiled figures show.

**During** the past few months 415 physically handicapped persons have been trained and placed in direct war employment by the Rehabilitation Service provided by the Division of Vocational Education of the State Department of Public Instruction.

### 10 Years Ago

(N. C. Public School Bulletin, Feb. 1933)

**Miss Julia Wetherington**, Supervisor Public Schools of Anne Arundel County, Maryland, will come to the Department as associate in the Division of Instructional Service on March 1, it is announced by Superintendent Erwin.

**Seventy-one** new departments of vocational agriculture were added in July, 1937, making a total of 371 rural high schools in North Carolina this year in which departments of vocational agriculture are in operation.

**State Superintendent Erwin** has accepted membership on the Byrd Testimonial Committee which is honoring Admiral Richard E. Byrd at Atlantic City, New Jersey, March 3, 1938, for his distinguished service and contribution to education.

**A Statewide Council of Adult Education** has been appointed by Governor Hoey.

**The seniors** of the Department of Education of Meredith College, accompanied by Professor B. Y. Tyner, made their annual visit to the office of the State Superintendent of Public Instruction last month.

## League To Conduct Easter Seal Campaign

The Easter Seal Campaign, promoted annually by the North Carolina League for Crippled Children, is being conducted this year from February 28 through Easter, March 28. This is the 13th year of this campaign.

According to Ethel Honeycutt, Executive Secretary of the League, funds raised by the sale of these seals are used in rendering special services to the approximately 62,000 handicapped children of the State. These services include medical care, artificial aids, transportation, education, research, and other services necessary and within the scope of the League's program of helping these handicapped children.

"During the past year," Miss Honeycutt stated, "the generous contributions of the public made it possible to expand considerably the program of the League. Continued support is being requested during this year's campaign not only for carrying on the services already established, but also for expanding these services to meet other needs. Our main source of funds is the voluntary contributions made during the Annual Easter Seal Campaign."

## Supt. Erwin Addresses A.A.S.A. Convention

State Superintendent Clyde A. Erwin will deliver an address at the annual convention of the American Association of School Administrators which meets this month in Atlantic City. The topic of Superintendent Erwin's address is "Education for the 13th and 14th Years."

## National Grange Favors Federal Aid

Delegates representing the 800,000 members of the National Grange meeting recently in Columbus, Ohio, went on record favoring federal aid to public education provided that there shall be no federal control. This action by the Grange means a change from its position last year, when federal aid was opposed.

## Educational Directory Comes from Press

The Educational Directory of North Carolina for 1947-48 has come from the press, it is announced by L. H. Jobe, Director of Publications, State Department of Public Instruction.

Copies of this publication have been

## MAKING TODAY'S NEWS

**Greensboro** teachers were voted increased compensation of \$66 for this school year during a board of education meeting last night (Dec. 16) at Sampson Street Administration Building.—Greensboro News.

**Cleveland.** The quality of teaching in Cleveland County white schools, which nose-dived during the war years, is again on the upgrade but still is far short of prewar standings, according to a report made available today (Dec. 18) by J. H. Grigg, superintendent of county schools.—Shelby Star.

**Oxford.** By a vote of approximately two to one, voters on Tuesday (Dec. 16) approved a school betterment program by voting upon themselves a special tax of not more than 15 cents on the \$100 property valuation in Oxford Administrative District.—Oxford Ledger.

**Durham.** John L. Woodward, business manager of the city schools, disclosed today (Dec. 23) that book rental fees to totaling \$13,161.39 had been collected from pupils, representing over two-thirds the amount collected annually for the fall and spring terms.—Durham Sun.

**High Point.** Bids on construction work for addition to the junior high school are to be opened January 21, school board officers announced following a meeting last night.—Greensboro News.

**Raleigh.** Those seeking to persuade Governor Cherry to call the General Assembly into special session to vote higher pay for teachers today (Dec. 30) had the support of State Senator R. N. Simms of Raleigh.—Asheville Times.

**Forsyth.** Vegetable, fruit and meat canning has become big business in the Forsyth County school system.—Winston-Salem Journal & Sentinel.

**Martin.** Dr. Clyde A. Erwin, State Superintendent of Public Instruction for North Carolina, has accepted an invitation to address the Martin County Council of Parents-Teachers' Association in Williamston's High School auditorium on Monday night, January 26, it was announced by Mrs. W. C. Wynne, council president, this week.—Williamston Enterprise.

mailed to all superintendents and to those from whom requests have been received, Mr. Jobe stated. Others may secure a copy upon request.

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# NORTH CAROLINA PUBLIC SCHOOL

... Published Monthly by the State Department of Public Instruction ...

# Bulletin

MARCH, 1948

RALEIGH, NORTH CAROLINA

VOL. XII, No. 7

## Governor Names Committee To Study FM School Plan

Governor Cherry recently named a committee to study the advisability of North Carolina's entering the education FM broadcasting field.

The committee, headed by Dr. Clyde A. Erwin, State Superintendent of Public Instruction, met March 2 and outlined plans for conducting the proposed survey. A report and recommendations will be made to the Governor, who will, if deemed advisable, ask for legislation to implement the program.

Others named to the committee, which is called the North Carolina Education FM Radio Committee, were Mrs. Harry Caldwell, Greensboro; Norman Cocke, Charlotte; Frank Daniels, Raleigh; P. T. Hines, Greensboro; Josh Horne, Rocky Mount; Charles Jordan, Durham; John H. Lampe, Raleigh; Sanford Martin, Winston-Salem; Spencer Murphy, Salisbury; Edwin Pate, Laurinburg; Hiden Ramsey, Asheville; Flake Shaw, Raleigh; Earl Wynn, Chapel Hill; and L. V. Sutton, Raleigh.

## 386 Schools Offer Business Education

Business Education is taught in 386 public high schools of the State, a recent survey shows. In addition 11 private schools offer this subject to their students, making a total of nearly 400 schools.

These business subjects of one sort or another are taught by 486 regularly employed teachers, 474 in public schools and 12 in private schools. One or more schools offer business education, the survey also shows, in 85 of the 100 county units and 67 of the 72 city units.

## IN THIS ISSUE

A.A.S.A. Commission Urges Expansion of Education	1
Life Adjustment Commission Suggests Less Latin and Algebra	6
University Conducts High School Peace Program	7
Ewing Says "We are Cheating Our Children"	10
Board Adopts New Social Studies Texts	10

## A.A.S.A. COMMISSION URGES EXPANSION OF EDUCATION PROGRAM

■ As the most powerful defense in the world against wars, either "cold," or "hot," educational facilities for all American people, from BEFORE SIX TO AFTER SIXTY, are being advocated by a Commission of the American Association of School Administrators. To secure these, an increase of \$5,000,000,000 yearly expenditure is proposed.

The program, the most extensive ever worked out, and one which would set annual educational cost at around \$8,000,000,000, was presented by the Commission, composed of 10 well known educators, as one of the high points for discussion at the Association's annual convention, which was held February 21-26 in Atlantic City, N. J.

Members of the Commission were appointed by the A.A.S.A. In 1946 to study postwar education, and to plan a program which would not only strengthen, but safeguard democratic ideals, and preserve world peace.

"No challenge to education ever has been so imperative," the Commission asserts. Considering the threat of another war, and seeing a tremendous need for the ideals of democracy to be understood, not by rate, but by reason, the Commission declares that education is the tool by which the ideals will not only be understood, but will be applied.

Carefully worked out, along practical lines, the program stresses education for ALL. It sees the future need for compulsory education from 6 to 60, such as exists today from 6 to 16.

Conscious of the fact that public education in the United States never has attained its full stature; that educational opportunities in the immediate past have actually deteriorated, and that there is an inescapable necessity for universal education in America if our free institutions are to survive "the new era of world events which suddenly has been ushered in," the Commission is presenting a program, geared to the present hour, and in keeping with the ideals set down by the founders of the United States.

It proposes that the door of opportunity be opened for (a) young children starting with three year olds; (b) adolescents, not now in school—one out of five from 14 to 17 are out currently—(c) older youths and adults, and (d) exceptional children of all ages.

## Supt. Erwin Pleads for Conservation of Resources

A plea that this State and the Nation conserve its resources for the use of future generations has been made by State Superintendent Clyde A. Erwin on several occasions recently.

So dangerous has become the extravagant use and wastage of our natural and human resources in North Carolina and in the Nation, Superintendent Erwin stated before the faculty of the Woman's College on January 20, "that resource-use education must become an imperative part of the programs of the schools and colleges. Children must be taught early to recognize and appreciate their dependence upon their environment, upon the interdependence of agriculture, industry, and commerce, and of the necessity of all conserving our resources."

In a speech before the Statesville Lions Club, Superintendent Erwin urged that America embark with more vigor on a program to conserve its soil and forests, and advocated also that the country conserve its people and its morals with the same care. On this latter point, he said, "We are also as wasteful of our people as we are of our land. We've got to give men and women a chance to live and to develop into good citizens."

Holding pupils in school by making experience on a job part of the school curriculum, supervising work on the job to insure high standards of performance, and stimulating the community to make its resources for work experiences available to young people, are among the proposals recommended for getting adolescents to return to school, and for keeping them there.

The Commission reports four key areas in developing better schools in terms of current needs: (a) health and fitness, (b) work experience, (c) world citizenship, and (d) practical aids to learning.



# NORTH CAROLINA PUBLIC SCHOOL BULLETIN



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CLYDE A. ERWIN, *State Superintendent of Public Instruction*  
L. H. JOBE, *Director, Division of Publications, Editor*



MARCH  
1948

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All material herein is released to the press upon receipt.

## Superintendent Erwin Says . . .

A few nights ago I attended a banquet at a school in one of the counties in eastern North Carolina. This banquet was held in a building in which I had been present at meetings on several other occasions. I remembered it as a dingy, dirty old building with poor sanitation and dim lighting. On this occasion, however, the building did not look the same. New and adequate lighting fixtures had been installed. The whole building was a blaze of light. The floors in the halls had been cleaned and polished, and the walls had been painted in attractive colors. All the rooms were painted in pastel colors, each to suit the taste of the teacher and pupils who used it. There were venetian blinds over the windows. Everything looked bright and cheerful.

Attending this meeting were members of the board of county commissioners and the county board of education. These men showed their pleasure and delight in their expressions and in the eagerness with which they walked from room to room. I, too, was thrilled and uplifted by the display of color, after having observed for so many years the deadly uniformity in the typical North Carolina school building. Upon inquiry I found that the cost of the improvements which had been made in this school was not great at all. I found also that the whole transformation had been brought about because someone was sufficiently interested to work at it. And I came to the conclusion that this sort of thing could be done all over North Carolina, and that such transformation in many of our school buildings would mean much to the educational program in the State in terms of improved morale and cultural influence.

Because of the improved conditions in this particular school, I am sure the teachers are doing a better job; and more important, that the children are happier and learn more readily in surroundings which have been made more conducive to learning. I hope very much that everyone having the responsibility will see that the old school buildings in our State are made places of beauty and attractiveness, where educational processes can rise above drudgery and drabness.

## TWO BIGGEST NEEDS

TWO of the biggest needs of the public schools, in the opinion of this BULLETIN, are: (1) increase in salaries of teachers, and (2) funds with which to erect new buildings.

"In terms of purchasing power teachers are getting less now than they were in 1939," so states Dr. Harold F. Clark, Economic Analyst of Teachers College, Columbia University.

According to a recent study made by Dr. James E. Hillman, Director Division of Professional Service, State Department of Public Instruction, the yearly output of new teachers from the State's higher institutions does not fill the gap left by those leaving the profession each year, either retiring or taking other more remunerative jobs. There are still, he says, a need for more better trained teachers for the elementary schools.

A survey of the school buildings of the State, made two years ago by a committee from the State Board of Education, revealed the need of \$100 million building program. On the basis of this survey the Board recommended that the General Assembly appropriate \$25 million for a grants-in-aid school building program. Although bills were introduced providing for \$10 and \$11 million building aid, none was passed.

Since adjournment of the General Assembly a number of units have provided, on the basis of bond issues or otherwise, for the erection of needed school buildings. The great majority of units, however, where buildings are sorely needed, on account of their low property valuation, cannot provide the funds necessary for such purposes.

There is a need, therefore, of outside aid—aid which cannot be provided except from State sources and through the action of State authority as representative of the people.

## THE WAY

THE editorial at the right, reproduced from the *Shelby Star* of January 7, is worth reproducing in full. We are reprinting it in this publication mainly, however, for the last two paragraphs, or more specifically the first sentence in each paragraph which read as follows: *The public schools are not getting as much money as they need to assure higher standard schools and North Carolina is rich enough to do a better educational job than at present.*

These are two significant statements—one negative and the other positive. If the former is to be made positive by the provision of sufficient money to fill the needs of the schools, then the second statement points the way to make it positive. Furthermore, as the *Star* editor says, the taxpayers are willing to foot the bill if the commission (State Education Commission) points the way.

## IT'S THE PEOPLES' PROBLEM

FOR years the problem of public schools has been in the limelight of discussion. North Carolina is making progress, to be sure, but the advance in mass education is not keeping pace with the prosperity of the country, the advance in agriculture and industry and higher standards of living.

Last week Kiplinger's Letter was devoted entirely to the growth in our population—a high record in marriages and a new high record in births—all of which add up to the fact that in planning for the oncoming generation, we must build larger and better school houses for these youngsters, larger assembly halls, more homes, bigger hospitals and bigger everything to provide for this population increase.

This overcrowded condition already exists in our school class rooms, yet we are doing little about it.

The last General Assembly provided for a commission to study the school system from every phase and recommend how it might be made adequate. Most of the talk we hear is concerning teachers salaries, the number of teachers who are leaving the profession, the crowded class rooms, etc. These are problems, to be sure, but there are other problems that must be solved.

This commission will give the people an opportunity through the press to make suggestions. Questionnaires will be published in North Carolina newspapers asking the public to suggest what is needed. Thousands of suggestions will no doubt be given. These will be sifted, studied and grouped by the commission and in the light of the study that has been made by experts, we will have the benefit of both patrons and educational experts.

Then the customers of the schools—the men who employ the pupils when they have stopped or finish—know wherein their education is deficient. Most of this deficiency is in spelling, grammar and just plain arithmetic, so the employer should not hesitate to demand that in this particular, at least, the schools be more thorough.

The public schools are not getting as much money as they need to assure higher standard schools. In some particulars we are not getting our money's worth for what we do spend, so the commission will depend on an aroused public interest in education to revamp the whole system.

North Carolina is rich enough to do a better educational job than at present. The taxpayers are willing to foot the bill if the commission points the way. The public is urged to help find that way.

# BULLETIN READERS CAN HELP FEDERAL AID CAMPAIGN

Readers of this BULLETIN can help to achieve Federal-aid for education in this session of the 80th Congress by doing one or more of the following things, in accordance with a suggestion made by Edpress Newsletter, publication of the Educational Press Association:

1. Write to the President. Thank him for the statements in behalf of Federal-aid in his State of the Union message, his Budget message, and his Economic Report. Ask him to continue to press for action in the present session of Congress.

2. Write a letter to Senator Robert A. Taft of Ohio, chairman of the Republican Policy Committee, thanking him for the leadership he is giving to the cause of Federal-aid for education and urging him to do all he can to get early action.

3. Write a letter to Congressman Edward O. McCowen of Ohio, chairman of the House Subcommittee on Education and sponsor of HR 2953. Thank him for his sponsorship of the bill.

4. Write a letter to Congressman Fred Hartley, Jr. of New Jersey, chairman of the House Committee on Education and Labor, telling him how important it is for HR 2953 to be reported out of this Committee, expressing appreciation for his support, and urging him to do all he can to get early action.

5. Write a letter to Congressman Joe Martin of Massachusetts, Speaker of the House and chairman of the House Republican Steering Committee, describing the great need for the passage of this measure.

6. Write a letter to your own Senators and Congressmen explaining the importance of this legislation and urging them to give it their active support.

7. Get at least five interested lay leaders to write similar letters to the leaders mentioned above.

It is only through such action, multiplied many times, that action can be hoped for in the House, Edpress Newsletter states. There will not be any better time for the passage of this legislation than there is right now.

## Office Issues Briefs On Occupations

Briefs on ten occupations have recently been issued by the Occupational Information and Guidance Service of the State Department of Public Instruction. These occupations are: laboratory technician, journalism, radio, photography, interior decorator, airplane hostess, accountant, personnel manager, florist business and beauty operator. The briefs were prepared by Walter J. Greenleaf of the U. S. Office of Education, Washington, D. C.

## Bands of Eastern Section Of State Hold Clinic

The Eastern Division of the All-State Band Clinic held its annual meeting at East Carolina Teachers College on February 13-14. Special attraction of the clinic was the organization of a symphonic band made up of high school musicians in attendance. A public concert was presented at the close of the program Saturday evening.

Dr. Earl A. Slocum, professor of music at the University of North Carolina, was director of the clinic, and Dr. Karl V. Gilbert of the department of music of East Carolina Teachers College was in charge of the program.

## Nations Make Educational News

*Costa Rica.* The Parliament of Costa Rica has approved a law declaring education compulsory for all physically and mentally handicapped children.

*Ecuador.* Secondary school studies in Ecuador have been divided into four years of general culture and two years of specialization.

*France.* As from 1st January 1947—in accordance with the decree of 26 November 1946 concerning the protection of the health of children of school age, school children and teachers—all pupils of public and private schools and children's homes must be weighed and measured periodically and be examined to record their physical and psychic development and their social demeanor.

*Iraq.* A recent development in the educational system of Iraq is the inauguration of a program for the training of youth in the art of good citizenship.

*Mexico.* At a festival celebrating the 2nd anniversary of Mexico's literacy campaign, the retiring Minister of Education reported that nearly a million and a half persons had learned to read and write since the drive began in 1944.

*U.S.S.R.* Information coming from the Ukraine states that the new five-year plan provides for the training of 47,500 teachers, 23,500 engineers, and 10,000 doctors.

## University Announces Curriculum for School Librarians

A new curriculum designed to fit the requirements of the State Department of Public Instruction for both full and part-time librarians has been announced by the School of Library Science of the University of North Carolina, Chapel Hill.

According to G. B. Phillips, Director of the Summer Session, teachers holding a bachelor's degree and a Class A teacher's certificate who desire to do school library work may, under the new program, obtain the prescribed 27 quarter hours in library science by attending summer school for a summer and a half without interrupting their teaching income. "They may also come for the regular academic year of three quarters and take either the regular library science program leading to the degree of B.S. in Library Science or the new school library program of six courses in library science and also take three courses in an academic subject," Mr. Phillips said.

"Under the new plan undergraduates will be able to take a major or minor in library science as part of the work for their A.B. degree in the junior and senior years. It will thus be possible for a prospective school librarian to obtain the requisite hours in a subject field, library science, and education in the regular four-year college period to be certified by the State Department of Public Instruction.

"The School of Library Science has added to its faculty a new member, Miss Margaret E. Kaip, who is particularly qualified in the school library field. Miss Kaip received a B.A. degree from the New Jersey College for Women, an M.A. in Library Science from the University of Michigan, and has done additional work in the School of Education of Rutgers University and at Bucknell University. She has had experience in school libraries in the East and Mid-West, and has taught in the library schools of Hampton Institute and George Peabody College for Teachers."

## Student Forum Arranges Foreign Correspondence

Arrangements for correspondence with students in about thirty countries will be made by the Student Forum on International Relations, San Francisco 4, California. This organization is a non-commercial, non-sectarian and non-political enterprise. A fee of ten cents per name is charged for printing and postage.



## E.C.T.C. to Hold Teacher Recruitment Conference

Recruitment of teachers for the public schools of North Carolina will be the subject of discussion at a conference to be held at East Carolina Teachers College on Friday and Saturday, April 23 and 24.

Dr. Howard J. McGinnis, director of the Bureau of Field Service at the college, has sent letters of invitations to educators in the eastern section of the State, including county and city superintendents, principals, teachers, boards of education and parent-teacher associations. Dr. McGinnis states that the conference has been under consideration for several months at the college and that keen interest has been shown in it by those connected with the public school system.

The program will include addresses and round-table discussions, and will be based on a three-fold aim for the teacher-recruitment program securing candidates for teacher training, holding good teachers in the profession, and co-operative planning to maintain an adequate supply of properly qualified teachers in the public schools.

Among the speakers who will take part in the discussion are Dr. Ralph McDonald of Washington, D. C., executive secretary of the division of higher education of the National Education Association; Dr. John D. Messick, president of East Carolina; O. H. Boettcher, principal of Snow Hill High School; and J. R. Brown, superintendent of Hertford County Schools. Others who will appear on the program will be announced later.

The meetings on Friday afternoon and evening will take the form of round-table conferences and will have as their topics, respectively, "The Scope of the Problem of Teacher Replacement" and "Securing and Holding Teachers of High Quality." Saturday's program will include an address by Dr. McDonald on "What Has the Teaching Profession to Offer Prospective Teachers?"

## Medical Society Offers Scholarship

A four-year scholarship, valued at \$150 a year, will be provided that high school boy or girl who writes the best essay on some phase of health, it is announced by the North Carolina Medical Society. Students interested should see their principals, or write to the North Carolina Medical Society for details.

## EDUCATION COMMISSION SEEKS CITIZENS OPINIONS

■ Opinions of North Carolina citizens on their schools are now being sought by the State Education Commission as a part of its study of education in the State. The Commission was authorized by the General Assembly of 1947 and appointed by Governor Cherry. It is now engaged in a study of all phases of public education in an effort to determine the problems and recommend improvements in the present system of public schools.

A yes, no and no opinion response is being requested on each of the following questions:

1. Would you be willing to pay additional taxes, if necessary to provide to *all* children, youth, and adults in North Carolina the educational opportunities essential in a democracy?

2. Should North Carolina provide free kindergartens for children below regular school age?

3. Should North Carolina provide appropriate free schooling for *all* persons for 14 school years?

4. Should the higher education of exceptionally gifted students be provided at State expense, if necessary?

5. Has your study of foreign languages and mathematics—beyond arithmetic—been of much use to you?

6. Do college entrance requirements handicap high schools in giving the best type of education to high school students?

7. Should students be admitted to college, without prejudice, on the basis of tests of their ability in fundamental skills and general thinking power thus freeing high schools from the necessity of teaching prescribed courses for college admission?

8. Should engineering, medical, and other professional or technical schools provide their own training in mathematics—beyond arithmetic—and foreign languages thus freeing for other matters the curriculum of the high school and liberal arts portion of the college?

9. Is the present elementary school program as satisfactory as the high school program?

10. Is the present high school program as satisfactory as that of the elementary school?

11. Should public schools allocate part of the time now devoted to continuous study of and recitation on textbooks to consideration of community problems and planning local projects?

12. Should camping and/or work-experience be provided for all children as a part of the regular school program?

13. Are the schools doing a satisfactory job of teaching reading, writing, arithmetic and spelling?

14. Are the schools doing a satisfactory job of teaching good citizenship and developing character?

15. Is the typical teacher well enough prepared to do a satisfactory job?

16. Should teachers be better paid?

## Inquiries About Certificate Renewals Swamp Department

Numerous inquiries have been received by the Department of Public Instruction from teachers as a result of the recent action of the State Board of Education in requiring renewal credits for teachers who have not secured regular renewal credits at least once since their certificates have been issued. According to James E. Hillman, Director of the Division of Professional Service, many of these inquiries are unnecessary and the current pressure "is delaying and seriously interfering" with other important work.

Teachers who hold life certificates, he said, do not need renewal credit. And those whose certificates do not expire this year need only to secure renewal credit sometime prior to the expiration of their certificates. Teachers who have earned credits already need only to have them applied for renewal purposes. All teachers holding conditional certificates, however, valid for one year, must remove those conditions by September 1, 1948. And, of course, teachers who hold five-year certificates issued five or more years ago and who have not secured renewal credit since they were issued must secure the renewal credit.

17. Do the schools keep in close enough touch with parents and homes?

18. Are tax levies for schools too high?

19. Are the schools as free from "politics" as is desirable?

20. Should women be admitted to the University of North Carolina at Chapel Hill on the same basis as men?

21. Should the Woman's College of U.N.C. Greensboro, be made co-educational?

22. What are the two or three most important weaknesses or handicaps: (a) In the public school program? (b) In the program of higher education?

The questions are to be answered and returned to W. H. Flemmons, Executive Secretary, State Education Commission, State Capitol, Raleigh, N. C.

# LIFE ADJUSTMENT COMMISSION SUGGESTS LESS LATIN AND ALGEBRA: MORE HOMEMAKING AND JOBHUNTING

■ Nine educators including State Superintendent Clyde A. Erwin composing the Commission on Life Adjustment Education for Youth met early in December and issued a statement suggesting that high schools make it optional whether boys and girls should take algebra, literature, Latin and foreign languages. For these courses, the Commission suggested, students should be allowed to substitute part-time jobs under supervision—in department stores, drug stores, etc. High schools should add courses in homemaking and job-hunting, these nine educators said.

This revision of the high school curriculum, which is more or less uniform throughout the nation, was suggested because of the fact that only four out of ten children finish high school and of those who finish only one out of five goes to college. According to Dr. John W. Studebaker, who appointed the Commission, educational reverence for the "white collar myth" produces frustrated and maladjusted citizens. "Why not frankly admit," he says, "that most girls would be housekeepers and most men mechanics, farmers and tradespeople—and train them accordingly."

Said the Commissioner: "Every 'life adjusted' youth needs to master practical English, social science, physical education, basic science. It is a waste of time for most high school students to read II Penseroso, Ivanhoe, Silas Marner and other compulsory classics. It would be enough for many to secure 'sufficient competence in reading to comprehend newspapers and magazines reasonable well.' Only a gifted few can achieve any real understanding of algebra or geometry."

## Dollar Purchasing Power Affects School Expenditure

The purchasing power of the dollar affects expenditures for public education in the same way that it affects expenditures for other purposes, it is learned from a recent study made by the National Education Association.

The study shows that the consumers' price index in 1939-40 was 100.1, whereas the estimated index for 1947-48 is 164.0.

Applying these indexes to an estimated per pupil expenditure of \$103 for public education in North Carolina for the current year would amount to only \$59 in 1939-40 dollars. In other words, in actual dollars, measured in terms of what the 1939-40 dollar would buy, the expenditure today is approximately \$18 greater than the \$40.86 per pupil expenditure in 1939-40.

## Schools Use Films in Farmer Training Program

Films, film strips and slides are used by 400 schools in connection with the Veterans Farmer Training Program conducted by the Division of Vocational Education of the State Department of Public Instruction, it is stated by A. L. Teachey, Director of the Program.

According to L. O. Armstrong, who has charge of the Vocational Film Library located at State College, more than 875,000 persons have observed films and other visual aids furnished to these schools since June 1, 1947. Mr. Armstrong stated that all pictures are carefully selected with particular attention given to their adaptability to North Carolina conditions. "There are now in our film library a total of 750 16 m.m. reels covering 320 subjects, 796 35 m.m. film strips covering 402 subjects, and 26 sets of 242 slides on three subjects—corn, grading eggs, and soybeans," he said.

The subjects are largely in the field of agriculture and industrial arts. Typical film titles are: "Green Areas," "Save That Soil," "Plant Food Deficiencies," "Gardening," "Canning," "Horseshoing," "Remodeling Old Buildings," "Curing Pork Country Style," "The Plant Speaks," and "Helpful Henry," a comedy. Over 20,000 persons have seen these last two pictures since last June.

## 1948 Commencement Manual

The 1948 Commencement Manual (144 pages) has been issued. This year's Manual includes four chapters—planning the commencement activities; techniques in planning, writing, and producing a commencement pageant; the valedictorian; and types of commencement programs. Copies may be secured from the National Association of Secondary Schools Principals, 1201 Sixteenth Street, Northwest, Washington 6, D. C., at \$1 each, with discounts for quantity orders.

## University Announces 1948 Summer Session

Preliminary announcement of the 1948 Summer Session of the University of North Carolina, Chapel Hill, was made in the January number of *Tar Heel Topics*, University publication. Two terms are planned: First term June 10 to July 20; second term July 21 to August 28.

All persons who are not now enrolled in the University must submit an application, the announcement states. Preference will be given to graduate students, teachers, veterans, and residents of North Carolina. Women students will be admitted to all classes on the same basis as men.

The complete Summer Session catalogue will be ready for distribution around the first of April, it is announced, and will be mailed free upon request. Address inquiries to Guy B. Phillips, Director of the Summer Session, Box 810, Chapel Hill.

## Report Recommends Improving Science and Math Teaching

• Recommendations for the improvement of the present situation and for the development of a long range program to increase the effectiveness of science and mathematics teaching are outlined in a recent report issued by the Co-operative Committee on Science and Mathematics Teaching of the American Association for the Advancement of Science.

The report has drawn a picture of the present status of science and mathematics teaching at all levels of instruction from elementary school through graduate study and suggests possible means for the correction of weaknesses.

The report appears as Appendix II (pp. 47 to 149) of *Manpower for Research Volume IV of Science and Public Policy*, a report to the President by The President's Scientific Research Board, obtainable from The Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at 35 cents per copy. Single copies of the report may be obtained gratis from the Chairman of the Co-operative Committee, Dr. L. Kark-Horowitz, Department of Physics, Purdue University, Lafayette, Indiana.

## N.C.E.A. Urges Special Session

In a "Special Session Edition" of the *N.C.E.A. News Bulletin*, new newsletter type publication, a special session of the General Assembly is urged to raise the salaries of teachers and other State employees.

"Unless legislative action is taken," the *Bulletin* points out, "in 1948-49 the salaries of teachers and State employees will be the same as they are today . . . Economic conditions have changed. Your salary has not changed and will not change; consequently, we believe that the need for a special session is urgent."

The *Bulletin* also points out that in its opinion the 1947 General Assembly failed to raise teachers salaries greater because of two factors, which have turned out to be false. These factors were: (1) that the State was unable to give more than approximately 30 per cent increase in salaries, and (2) that living costs were leveling off and that a recessionary period was just around the corner.

In addition to righting the wrongs resulting from these two false factors, the *Bulletin* urges a special session in order to hold in the profession the better trained teachers and encourage new college students to become teachers. Figures are cited showing the decreasing trend in teachers holding Class A certificates with comparable increases in certificates based on training of less than college grade. "Since 1941-42 we have lost 2,349 A's, replacing them with certificates in lower brackets," it states.

## Relief Agency Asks Schools To Send Letters With Aid To Europeans

Schools are requested to accompany or follow their donations of food and clothing for European relief with letters. According to CARE, Co-operative for American Remittances to Europe, "with thousands of American schools giving life sustaining help now, followed by an exchange of letters, we can invite American foreign policy not only to take a seat at the family dinner table, but bring it into the classroom of this great democracy."

An exchange of letters, CARE believes, can effectively help "wage" the peace in that international friendship will be much better developed by personalizing our efforts.

# UNIVERSITY CONDUCTS HIGH SCHOOL PEACE PROGRAM

Endorsed by Governor Cherry and Superintendent Erwin

■ "How Can the United Nations Be Strengthened?" is the topic for discussion in the second High School World Peace Study and Speaking Program being conducted this year by the Extension Division of the University of North Carolina.

Both Governor Cherry and State Superintendent of Public Instruction Clyde A. Erwin have endorsed the Program, which has as its ultimate goal to help develop the best plan for permanent peace. It is primarily an educational movement.

The program is open to all high schools that will conduct it in accordance with the basic interest and principles. The writing and speaking should be carried on in connection with regular classroom courses, either social studies, including modern history and Problems of Democracy, English, or public speaking. Each high school holds its own final contest, which may be any time during the school year or at commencement.

Last year 203 high schools participated in the program. The movement is expected to be extended to a greater number of schools this year. Other states have also become interested.

For further information write to University Extension Division, Chapel Hill, N. C.

## Native Weatherman Goes Scientific

Sydney (Australia) weathermen are having just as tough a time of it as their counterparts in the United States. Unseasonable and unpredictable rains and storms have played havoc with their forecasting. One enterprising newspaper reporter went to a nearby aboriginal reserve to discover whether the ancient rites of the natives might not prove more efficient. Twenty natives he interviewed admitted that they had lost the art of foretelling rains by studying the trails of ants and the reactions of leaves. But they all recommended him to Fisherman Joe, a native who lived "over the hill." When located, Fisherman Joe admitted modestly that he was "plummy good weatherman." He said he had made only about 20 mistakes in the last 15 years. When the reporter asked him what methods he followed—the ant trail or the leaves—he said: "Him much too old fashioned. Me use 'm barometer."—*Australian News Oddities.*

## E.C.T.C. Inaugurates President Messick

Dr. John Decatur Messick was inaugurated as the fourth president of East Carolina Teachers College, Greenville, on March 6.

Dr. Messick was elected to the presidency of this State institution by the board of trustees last July and began his work on September 1, 1947. He succeeded Dr. Dennis H. Cooke, who resigned after serving one year to become Head of the Department of Education of Woman's College, Greensboro. Other presidents of East Carolina Teachers College were Dr. R. H. Wright, who was its first president when the institution was organized in 1907, and Dr. Leon Meadows who became president upon the death of Dr. Wright in 1934.

Dr. Messick is a native of the State, having been born in South Creek, Beaufort County, on November 9, 1897. He received his Ph. B. from Elon College in 1922 and his doctor's degree from New York University in 1934. He has been connected with the public schools of the State as principal and superintendent. He served as Dean and Head of the Education Department of Elon College from 1935 to 1944, and since 1944 he was Dean, Monclair State Teachers College, New Jersey.

## New Publication Released

*Going to School in the War-Devastated Countries*, an interesting publication designed to familiarize the American public with some of the difficulties encountered by children and teachers in war-ruined countries, has been released by the Commission for International Educational Reconstruction. In addition to human and physical needs, the publication lists instructional needs, such as notebooks, pencils, drawing, writing, blotting, and printing paper, mixed chalk, and simple geometrical instruments.

Schools and school related organizations interested in helping to provide for this type of educational reconstruction should write to the Commission at 744 Jackson Place, N. W., Washington 6, D. C., for definite plans on conducting the project.



# STATE SCHOOL FACTS

## Instructional Service Costs In Elementary Schools

The average annual cost of instructing a child attending the elementary schools of this State was \$51.56 in 1945-46. This is more than three times the cost in 1933-34, when an average of \$16.12 was spent for each child in average daily attendance.

Instructional service costs, as the subject of this paper, refers to that part of school expenditure made available for classroom instruction. It includes all monies paid for salaries of teachers, principals and supervisors, instructional supplies, free textbooks, salaries of clerks in principal's offices, and other expenses used directly in the instructional program. In 1945-46 the per cent of current expense was 74.5 per cent for the current operation of the schools, 74% cents was for instructional service.

Table I shows the total expenditure and expenditure per pupil in average daily attendance for instructional service in the elementary schools, grades

1-7 from 1933-34 to 1942-43; and grades 1-8 thereafter, by race and by totals. As the table shows, these expenditures have increased tremendously since 1933-34. It should be pointed out in this connection, however, that during the year 1933-34 expenditures of all kinds including schools were at a very low ebb. Less than \$20 million was spent for the operation of the entire public school system, and teachers received monthly average salaries of \$800 a year. Instructional service costs also rose. In 1945-46, the average per pupil cost was \$15.56; but as subsequent issues of this paper will show, the average salary of teachers was only \$1,512.28.

An interesting phase of Table I is the comparison of instructional service costs of white schools with Negro schools. Prior to 1944-45 the per pupil costs in white schools were greater than in Negro schools. Since that year these per capita costs have been greater in Negro schools than in schools

New Hanover in the case of white pupils and from \$38.42 in Alexander to \$233.94 in Mitchell in the case of Negro pupils. As the table shows there were no Negro elementary pupils in two counties, Cherokee and Clay, and only seven in Mitchell, where the per pupil cost was highest, and only a few in Alleghany. Graham and Madison, where costs were also very much higher than the average.

Higher average costs of instructional service in Negro elementary schools are due mainly to two causes—the average training of teachers as based on the class of certificates held are higher and the organization of the schools for efficiency of operation are poorer than in the case of schools for white pupils.

In the case of city units it will be noted that these costs are greater for white pupils, the range being from \$14.48 in Glen Alpine to \$86.61 in Durham in the case of white schools and from \$38.06 in Elm City to \$88.29 in Andrews, where there were only 17 pupils in average daily attendance. There were no Negro pupils in the Albemarle and Sanford municipalities.

II. INSTRUCTIONAL SERVICE COSTS IN ELEMENTARY SCHOOLS,  
1945-46, COUNTY UNITS

UNIT	WHITE		NEGRO	
	Total	Per Pupil A.D.A.	Total	Per Pupil A.D.A.
Alamance	\$ 219,731.98	4,275	\$ 86,022.69	1,579
Alexander	103,055.81	2,199	12,978.81	320
Alleghany	64,850.87	1,261	5,420.92	138
Anson	178,483.29	5,143	11,520.32	1,888
Ashe	128,338.58	4,054	3,304.91	60
Avery	136,338.58	2,970	2,454.70	46
Beaufort	96,331.76	2,166	44,000	1,466
Bertie	326,756.72	2,994	48,000	1,177
Blenheim	89,441.16	1,811	117,688.03	2,339
Brunswick	88,941.16	1,901	68,977.31	1,285
Buncombe	87,101.71	9,501	43,200	1,146
Burke	182,483.24	5,375	10,146.01	219
Calhoun	128,338.58	3,865	42,005.60	684
Caldwell	24,133.51	5,785	45,332	12,639
Camden	26,044.84	4,584	54,332	12,639
Carteret	84,135.39	1,766	27,350.89	566
Catawba	189,955.96	4,040	109,783.21	2,056
Chatham	110,490.08	2,244	79,068.54	1,512
Cherokee	17,116.05	3,651	43,000	5,436
Chowan	17,116.05	3,651	17,172.47	325
Clay	17,116.05	3,651	43,000	5,436

\*Grades 1-8 begin this year.

[illegible]



## EWING SAYS "WE ARE CHEATING OUR CHILDREN"

Oscar R. Ewing, Federal Security Administrator, in a recent article in the February number of *The American Magazine*, says, "We are cheating millions of our children, withholding from them their right to an education as good as, or better than, that of their parents."

Mr. Ewing as Security Administrator is charged with the responsibility for the Office of Education. In the article he favors the appropriation of Federal aid to the states. "Our children can't wait," he says. "The immediate remedy, the most practical way to distribute education fairly, is for the U. S. Government to give financial aid to the states for educational uses, according to their needs."

"In the years ahead, the United States will be faced with vital problems, probably more complicated and more difficult to solve than any that ever faced our citizens before. They are problems of how to earn a good living, how to be happy; problems of local and national government, foreign affairs; problems of farmers, labor, business; problems of parents and homemakers; problems of national defense. It will be up to the boys and girls now in school to carry on, to continue to maintain the United States as the best country in the world."

"But, stupidly and shamefully, we are allowing many boys and girls to receive such shoddy schooling that they may become a hindrance instead of a help in building a sound America. Good schools help to build character and competence. They help to keep children from becoming maladjusted. On the other hand, those who have had no chance at an education feed the ranks of the mentally unstable, the delinquents, the men and women who go on relief rolls. They may become recruits for the agitators who believe, sometimes with reason, that the world has treated them badly and who beligerently demand the destruction of government. If we don't invest in educating such children now, they will cost us many millions later."

"States that are not giving their children even a fair education are usually in there trying, usually doing the best they can. Many of them tax their citizens more heavily than do those states whose schools are better financed. In the school year 1944-1945, for instance, Kentucky spent 1.72 per cent of its residents' income (as determined by the Department of Commerce) to provide \$80.94 per pupil. But Nevada had to spend only 1.43

per cent of its residents' income to provide \$155.88 per pupil. While Mississippi was spending 1.67 per cent, which provided only \$44.80 per pupil, rich Connecticut provided \$159.50 per pupil with 1.36 per cent of its residents' income."

Mr. Ewing accompanies his article with a table showing for the states the expenditure per pupil in public elementary and secondary schools for 1944-45 and the estimated per pupil expenditure with proposed Federal aid. According to this table North Carolina, which under a proposed appropriation of \$300 million would get \$18,766,000, spent \$68.91 in 1944-45 and would spend \$100.92 per pupil with Federal assistance. The expenditure per pupil in all other states would be increased also, since every state under the proposed law would participate to some extent. The average expenditure per pupil for the United States would increase from \$125.41 to \$140.42, the table shows. Lowest per pupil expenditure with the aid of proposed Federal assistance would be \$82.66 in Mississippi and highest would be \$205.89 in New Jersey, whereas in 1944-45 the actual per pupil expenditure without Federal aid ranged from \$44.80 per pupil in Mississippi to \$198.33 in New Jersey. The effect of Federal aid, distributed to the states on the basis of need and ability, will be to reduce the difference that now exists between the per pupil expenditure for education in the lowest and highest states.

### Book Aid Fills Need Of German Peoples

Books which have been collected in North Carolina and which have already been received in Germany fill a great need, according to Richard T. Alexander, Branch Chief of Education and Religious Affairs of the Office of Military Government of Germany.

In a letter to Superintendent Clyde A. Erwin, Chief Alexander writes: "Let me assure you that this work is a real contribution to the re-education of the German people. The need is so great in proportion to the resources available that these donations are of incalculable assistance in the rehabilitation of our schools."

"Please convey my appreciation to all those who are contributing so magnificently to this really worthy cause."

### Schools Conserve Food

Schools which serve lunches have been requested to co-operate with the President's Food Conservation Program by Mrs. Anne W. Maley, State Supervisor of the School Lunchroom Program. There are several ways of conserving food, according to Mrs. Maley—cut food costs by the elimination of waste, conserve meat and other food products, prepare and serve food properly, and make use of all useable foods, such as juices, left-over bread, etc.

During the month of February schools were asked to serve chicken (hens) at least once a week. Stewed chicken, chicken salad, creamed chicken on toast or rice, or baked chicken was suggested as the main dish of the menu that day.

### Board Adopts New Social Studies Texts

New textbooks for social studies were adopted by the State Board of Education on February 5. The new texts will replace books now used in the high schools and grade 7 of the elementary school. Bids of all publishers of books recommended for use in grades 5 and 6 were rejected and new bids were requested to be opened at the March meeting of the Board.

Prices on books adopted were on an average 76 per cent higher than books replaced. According to State Superintendent Erwin, these old texts had been on the list from five to ten years and under agreement with the publishers contracts had been cancelled. The new texts, he said, will permit North Carolina children to have more up-to-date information in this field, as all these new books carry 1946, 1947 and 1948 copyright dates.

Books adopted and the State retail prices at which they were bid are as follows:

*The Story of American Democracy*, grade 7, published by Harcourt, Bruce & Co., \$2.07.

*Calling All Citizens*, grade 9, published by Houghton Mifflin Co., \$2.21.

*World History*, grade 10, published by Ginn and Co., \$2.76.

*The Development of America*, grade 11, published by the American Book Co., \$2.58.

*Economics in Everyday Life*, grade 12, published by Ginn & Co., \$2.25.

*Living in the Social World*, grade 12, J. B. Lippincott Co., \$2.07.

*Challenges to American Youth*, grade 12, Row Peterson and Co., \$2.20.



## Junior Town Meeting League Announces New Publication

School executives, curriculum directors, and teachers of social studies will be interested in a new publication by the Junior Town Meeting League entitled "Discussion and Current Affairs: What Is a Practical Program for Teaching Current Affairs in Secondary Schools?"

The League has long realized that students cannot intelligently discuss current problems without adequate preparation. With this in mind, a work conference of leaders in the social studies field was recently called to consider what is necessary to a good current affairs program in secondary schools.

This workshop report gives specific answers to eight questions in the booklet "Discussion and Current Affairs."

1. How can current affairs be effectively provided for in the high school curriculum?
2. What backgrounds are necessary in current affairs instruction?
3. What source materials are desirable for current events instruction?
4. What should be the criteria for selecting current affairs materials?
5. To what extent should social participation be a part of the current affairs program?
6. How can current affairs instruction be evaluated and appraised?
7. What in-service training is needed to improve the effectiveness of current affairs instruction?
8. What should be the procedure for writing a school policy for teaching current affairs?

The ideas presented are practical ones which can be used in any school. They will help educators plan for a more effective citizenship program. Single copies are available to members of the League, or to those interested, free upon request.

## Navy Has Air Age Materials

Material used in the training of pilots may be secured in limited quantities from the Navy by teachers who are interested in Air Age Education.

According to A. B. Combs, Associate in the Division of Instructional Service, State Department of Public Instruction, "these bulletins are interestingly written and will be helpful, especially with high school classes."

They are made available for distribution through the Civil Aeronautics Administration's Training and Educational Division, or they may be secured directly from Aviation Section, Office of Public Relations, Navy Department, Washington, D. C.

## STATE BOARD ADOPTS SUPPLEMENTARY TEXTBOOKS

Classified by Division of Instructional Service

- Books recently adopted for supplementary use in the public schools by the State Board of Education have been compiled with gradation, prices and copyright dates by the Division of Instructional Service, State Department of Public Instruction.

According to W. M. Jenkins, Director Division of Textbooks, printing conditions are such that a new order blank, which will list these new adoptions, cannot be made available until the next school year. Mr. Jenkins has advised, however, that schools in the supplementary reader systems may place orders with the Division of Textbooks for any of these new titles as given below. "All orders," he states, "must carry (a) name of publisher, (b) title of book, (c) number of copies, (d) State retail price, (e) name of school ordering, and (f) signature of superintendent."

The list follows:

### SUPPLEMENTARY TEXTBOOKS FOR ELEMENTARY SCHOOLS

Publisher, Series and Book Titles, Author	Grade	State Retail Price	Copyright Date
<b>I. 1. LANGUAGE ARTS—BASAL AND WORK TYPE</b>			
<b>D. C. Heath</b>			
Reading for Interest Series. Witty et al.			
Molly, Pete and Ginger	1	\$0.35	1947
A Home for Sandy, Rev.	1	.87	1947
Something Different, Rev.	1	1.04	1947
Lost and Found, Rev.	2	1.18	1947
Fun and Frolic, Rev.	3	1.25	1947
Luck and Pluck	4	1.35	1942
Merry Hearts and Bold	5	1.45	1942
The Brave and Free	6	1.45	1942
<b>Houghton Mifflin</b>			
For Better Reading Series. Herzberg et al.			
Quest	7	1.90	1947
Ventures	8	1.90	1947
Child Development Readers. Hahn, Parker, McKee			
Exploring New Fields	4	1.35	1943
Tales and Travel	5	1.38	1943
Highways and Byways	6	1.41	1943
<b>Johnson</b>			
Johnson Intermediate Readers. Sutton et al.			
Trade Beckon	4	1.14	1946
Brave and Glad	5	1.24	1946
The World is Wide	6	1.24	1947
<b>Ladlaw</b>			
Ladlaw Basic Readers. Yoakam, Hester, Abney			
We Learn to Read, Pre-primer	1	.31	1947
Up the Reading Road, Pre-primer, Paper-cloth	1	.35-.76	1947
On the Way to Storyland, Primer	1	.86	1947
Making Storybook Friends	1	1.00	1947
Stories We Like	2	1.10	1947
Children Everywhere	3	1.21	1947
<b>Lyons and Carnahan</b>			
Finding New Trails. Spencer & Horst	4	1.55	1945
Exploring New Trails. Spencer & Fritscher	5	1.55	1945
Traveling New Trails. Spencer & Fritscher	6	1.55	1945
<b>Macmillan</b>			
Today's Work-Play Books. Gates, Huber, Peardor			
Come and Ride, Pre-primer	1	.31	1945
This is Fun, Pre-primer	1	.35	1945
Tags and Twinkle, Primer	1	1.14	1945
Good Times on Our Street	1	1.21	1945
Friends and Workers	2	1.31	1945
On Longer Trails	3	1.66	1945
<b>Noble and Noble</b>			
Reading Fun	4	1.18	1948
<b>Scott Foresman</b>			
Basic Readers, Curriculum Foundation Series			
We Look and See. Gray, Arbutnot, Monroe	1	.31	1946
We Work and Play. Gray, Arbutnot, Monroe	1	.31	1946
<b>Scribners</b>			
Reading Today. Orr, Holston, Cener			
Book One	7	1.62	1947
Book Two	8	1.62	1947

(Continued on page 12)

## Trustees Elect Elder To Head N. C. College

Dr. Alfonso Elder was elected to head North Carolina College at Durham at a meeting of the Board of Trustees of that institution on January 20. Dr. Elder succeeds the late Dr. James E. Shepard, founder of the institution which became one of the five State-supported institutions for Negroes in 1924.

The new president received his bachelor of arts degree from Atlanta University in 1921. He received both his master's and doctor's degrees from Columbia University, in 1924 and in 1938, respectively. He has had teaching experience at Bennett College, Greensboro, Elizabeth City Teachers College, and at the institution which he now heads. Dr. Elder left North Carolina College in 1943 to head the School of Education at Atlanta University, but returned in 1947 to head the graduate department of N. C. College.

## Commission Releases Schedule

A schedule of meetings of the State Education Commission and its committees and consultants was recently released by W. H. Plemmons, Executive Secretary.

Beginning April 1 this schedule follows:

April 1, Thursday—Meeting of chairmen, vice-chairmen, and consultants (Raleigh).

April 2, Friday—Meeting of all committees (Raleigh).

April 3, Saturday (and Sunday, if necessary)—Meeting of chairmen, steering committees and consultants.

April 5, Monday—Meeting of the Commission (with chairmen and consultants for progress report. This report will be prepared and presented in written form).

May 23, Sunday (tentative)—Meeting of chairmen, steering committees, and consultants (Raleigh).

May 24, Monday (tentative)—Meeting of Commission (for report of progress by chairmen and consultants).

August 23, Monday—Meeting of chairmen, steering committees, and consultants.

August 24, Tuesday—Meeting of all committees and consultants.

August 25 and 26, Wednesday and Thursday—Meeting of chairmen, steering committees and consultants.

August 27 and 28, Friday and Saturday—Meeting of Commission (with chairmen and consultants for presentation of final reports of committees).

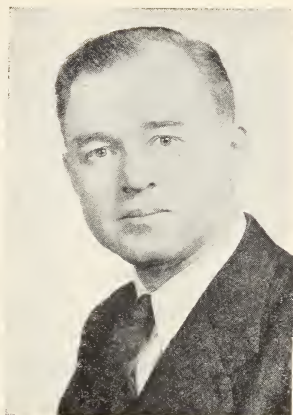
August 29, Sunday—Meeting of chairmen, consultants, and others for editing final draft of the report.

	Silver	Grade	State Retail Price	Coppy- right Date
Learning to Read. Smith				
Bill and Susan	1		.38	1945
Under the Tree	1		.42	1945
Through the Gate	1		1.01	1945
Down the Road	1		1.11	1945
In New Places, First Semester Book	1		1.21	1945
With New Friends, Second Semester Book	2		1.21	1945
From Sea to Sea, First Semester Book	3		1.35	1946
Over Hill and Plain, Second Semester Book	3		1.35	1947
University Publishing Co.				
Crabtree Basic Series. Canfield et al.				
To School and Home Again, Primer	1		.30	1940
In the City and on the Farm	1		.90	1940
Under the Roof	2		2.10	1941
Under the Sun	3		1.10	1941
Winston				
Easy Growth in Reading Series. Hildreth et al.				
Looking Forward	5		1.38	1944
Moving Ahead	6		1.38	1944
I. 2. LITERARY				
Iroquois				
Beacon Lights of Lit., Book 6. Shattuck, Chamberlain	6		1.31	1940
Beacon Lights of Lit., Book 7. Shattuck, Chamberlain	7		1.85	1940
Beacon Lights of Lit., Book 8. Shattuck, Chamberlain	8		1.85	1940
Merrill				
Folk and Fairy Tales				
First Fairy Tales. Kerr & Ross	1-2		.82	1946
Giants and Fairies. Kerr, Harner, Ross	2-3		.82	1946
Magic Tales. Ross et al.	3-4		.82	1946
Sanborn				
Golden Road to Reading				
Fun for You, Pre-primer. Pratt-Meighen	1		.72	1938
Read Another Story, Primer. Pratt-Meighen	1		1.00	1939
Long, Long Ago	1		1.04	1939
All Aboard for Storyland. Hefferman-Harper-Wulff	4		1.38	1941
Sails Set for Treasure Land	5		1.48	1941
Silver				
Stories to Remember. Bennett, Dowes & Edmonds				
Wonder and Laughter	4		1.45	1947
Dreaming and Darling	5		1.49	1947
High Road to Glory	6		1.49	1947
Singer				
Prose and Poetry				
The Emerald Book. Avery	3		1.28	1947
The Sunshine Book. Henderson et al.	4		1.32	1947
The Blue Book. Henderson et al.	5		1.45	1947
The Firelight Book. Henderson et al.	6		1.45	1947
Webster				
Southern Life and Literature. Stone, Guyton & Gordon				
Mustang Gray	4-5		.97	1941
Pine Knots	5-6		.97	1942
Cypress Knees	6-7		.97	1942
I. 3. LANGUAGE				
Houghton				
English for Meaning Series. McKee-Harrison				
Let's Talk	2		.97	1947
World				
This Way to Better Speech	3-4		.94	1940
I. 4. DICTIONARIES				
American				
Dictionary for Boys and Girls	1-8		1.72	1945
Scott				
Thorndike-Century Beginning Dictionary	1-8		1.73	1945
Thorndike-Century Junior Dictionary	1-8		1.90	1942
Winston				
Winston Dictionary for Schools	1-8		1.69	1946
II. 1. SOCIAL STUDIES				
Geography and History				
American				
Canada and Her Northern Neighbors. Carpenter	7-8		1.36	1946
Robbs-Merrill				
The Geography Foundation Series. Poole, Barton, Baker				
Through the Day	1		1.10	1947
From Season to Season	2		1.24	1947
Ginn				
Heroes, Heroines and Holidays. Kelly	4		1.25	1947

(Continued on page 13)

Heath	Grade	State Retail Price	Copy- right Date
Our Growing World Series			
Our Country. Mitchell, Stull, Snyder	5	1.32	1945
<b>Johnson</b>			
Better Living Series. Speer et al.			
Living in Ancient Times	4-6	1.38	1946
Backgrounds of American Living	6-7	1.38	1947
<b>Merrill</b>			
Our America Series. E. M. Johnson & Staff			
Wonderful America	3-4	1.09	1947
Onward America	4-5	1.09	1947
America's Treasures	5-6	1.09	1947
America's Southern Neighbors	6-7	1.09	1947
<b>Webster Publishing Co.</b>			
American Life Series			
Now and Then Stories. Ames and Owsley	3	1.18	1945
<b>Orient Readers</b>			
Boys and Girls of the Orient	4-5	1.10	1946
An American Boy Visits the Orient	5-6	1.10	1946
The Orient: Past and Present	6-7	1.10	1946
<b>II. 2. CIVICS AND GOVERNMENT</b>			
<b>Beckley-Cardy</b>			
Successful Living Series			
We Live and Grow. Daw and Others	1	1.10	1947
<b>Macmillan</b>			
Democracy Series			
School Friends, Primer. Nemec	1	.93	1940
Let's Take Turns. Nemec	1	.93	1940
Enjoying Our Land. Bush	2	1.04	1940
Your Land and Mine. Brindl	3	1.07	1940
Toward Freedom. Robinson	4	1.07	1940
Pioneering in Democracy. Morgan	5	1.38	1940
The Way of Democracy. King & Dennis	6	1.48	1940
The Growth of Democracy. McGuire & Rogers	7	1.55	1941
Working for Democracy. Bryson & Smith	8	1.55	1941
<b>II. 3. BIOGRAPHY</b>			
<b>Ladlaw</b>			
Our Developing Civilization			
Great Names in American History. Gilmartin, Skehan	5	1.49	1946
<b>II. 5. NORTH CAROLINA</b>			
<b>University of N. C. Press</b>			
North Carolina Today. Hobbs and Bond	8	1.81	1947
<b>Warren Publishing Co.</b>			
The People Govern North Carolina. Warren	8	1.38	1946
<b>II. 7. INDUSTRIES AND OCCUPATIONS</b>			
<b>Macmillan</b>			
Aviation Readers			
Straight Up. Lent	1	.72	1944
Straight Down. Lent	2	.72	1944
Airplanes at Work. Whipple	4	1.07	1944
The Men Who Gave Us Wings. Cohen	5	1.14	1944
<b>III. SCIENCE</b>			
<b>Beckley-Cardy</b>			
Mountain Book. Beaty	5	1.16	1944
Ocean Book. Beaty	5	1.16	1946
River Book. Beaty	5	1.16	1942
<b>Ginn</b>			
Our World of Science Series. Craig			
Science All About Us	1	.97	1946
Science Through the Year	2	1.04	1946
Science Every Day	3	1.11	1946
Exploring in Science	4	1.18	1946
Working with Science	5	1.25	1946
New Ideas in Science	6	1.32	1946
Going Forward with Science	7	1.42	1946
Science Plans for Tomorrow	8	1.52	1946
<b>Macmillan</b>			
Aviation Series			
Aviation Science for Boys and Girls. Arrey	6	1.21	1944
<b>Scott</b>			
Basic Studies in Science. Beauchamp, Mayfield, Blough			
Discovering Our World, Book I	4	1.48	1947
Discovering Our World, Book II	5	1.52	1947
Discovering Our World, Book III	6	1.62	1947
Science Problems, Bk. I. Beauchamp, Mayfield, West	7	1.66	1946
Science Problems, Book II. Beauchamp, Mayfield, West	8	1.79	1946

(Continued on page 14)



## Perry to Return to State

Dr. H. Arnold Perry, formerly on the staff of the State Department of Public Instruction, will return to the State as associate professor of education in the University of North Carolina in June, it was recently announced by Chancellor R. B. House of the University.

Dr. Perry resigned his position as associate in the Division of Instructional Service of the State Department on January 1, 1947, to accept a position at the University of Alabama as associate professor of education. He will leave his position at the end of the present college year to join the U.N.C. faculty, first teaching in the 1948 summer session which begins in June. At the Chapel Hill institution he will give special attention to elementary education and direct field services in school systems throughout the State.

A graduate of Duke University, class of 1926, Dr. Perry received his M.A. from the same institution in 1933. He received his doctorate in education from Columbia University in 1943.

Dr. Perry is well known to educational workers in the State, particularly for his work as co-ordinator of the Twelve-Year Program study while he was with the State Department of Public Instruction. Before his service with the State Department he served 11 years as principal in the public schools of Wake County, Roanoke Rapids and Kannapolis.



Singer	Grade	State Retail Price	Copy- right Date
Scientific Living Series, 1947 edition. Frazier et al.	1	.35	1947
We See, Pre-primer	1	.85	1947
Sunshine and Rain, Primer	1	.93	1947
Through the Year	2	1.04	1947
Winter Comes and Goes	3	1.14	1947
The Seasons Pass	4	1.28	1947
The How and Why Club	5	1.31	1947
How and Why Experiments	6	1.35	1947
How and Why Discoveries	7	1.45	1947
How and Why Explorations	8	1.55	1947
How and Why Conclusions			
IV. MUSIC			
Ginn			
Songs to Sing, Freeman and Leavitt	1-8	1.28	1943
University			
Kinsella Readers. Kinsella			
Storyland	2	.83	1939
The Man in the Drum	3	.97	1939
Folk Tales from Many Lands	4	1.00	1939
Conrad's Magic Flight	3	1.04	1939
Tales of Olden Days	6	1.10	1939
Around the World in Story	7	1.21	1939
History Sings	8	1.38	1940
VII. RECREATORY			
Steck Company			
Woodland Frolic Series. Storm, Sharp, Young			
Who Are You?, Pre-primer	1	.31	1947
Watch Me, Primer	1	.83	1947
Downy Duck Grows Up	1	.93	1947
Little Lost Bobo	2	1.04	1947
Chippy Chipmunk's Vacation	3	1.10	1947
World			
The Henry Series. Tippett			
Henry and His Friends	1-2	.94	1939
VIII. HEALTH AND SAFETY			
Bobbs-Merrill			
The American Health Series. Wilson et al.			
Our Good Health	1	.69	1948
Healthy and Happy	2	.72	1948
Everyday Health	3	.79	1948
Lyons and Carnahan			
Health, Happiness, Success Series. Irwin, Tuttle, DeKever			
Awake and Aways	1	.83	1947
Growing Day by Day	2	.90	1947
Keeping Fit for Fun	3	1.10	1947
Macmillan			
The Sports Readers. Frizzell-Friebele			
Fun at the Playground	2	.86	1946
Fun in Swimming	3	1.04	1946
New Health and Growth Series. Charters, Smiley, Strang			
All Through the Day	1	1.04	1941
Health Through the Year	2	1.00	1941
Health Secrets	3	1.00	1941
Healthful Ways	4	1.04	1941
Let's Be Healthy	5	1.10	1941
Habits Healthful and Safe	6	1.17	1941
Growing Up Healthfully	7	1.17	1941
A Sound Body	8	1.28	1941

## U. S. Office Gives Sources Of Occupational Information

Twenty-five sources of occupational information have been given by W. J. Greenleaf, Specialist, Occupational Information and Guidance Services, U. S. Office of Education, for the use of counselors and others in their work with high school students. The list, beginning with "Bibliographies" and ends with "Visual Aids," covers approximately five mimeographed pages. It has been reproduced by the Occupational Information and Guidance Service of the State Department of Public Instruction, Raleigh, from which a copy may be procured.

## Dean Prepares Discussion Bulletin on Religion

Under the title, "Religion and the Public Schools," Dean J. B. Edmonson of the School of Education of the University of Michigan has prepared a discussion outline for use in groups of educators, P. T. A.'s women's clubs, church groups, lay groups, and so on. Every effort has been made to avoid the expression of any personal opinion. This 16-page discussion outline is available from the National Education Association, 1201 16th Street Northwest, Washington 6, D. C., as Personal Growth Leaflet No. 190, at 1 cent per copy of \$1 per 100 copies, minimum order 25 cents.

## Credle Suffers Heart Attack

W. F. Credle, Director of the Division of Schoolhouse Planning of the State Department of Public Instruction, suffered a heart attack on January 28 at his home in Raleigh, and is now under the attention of his doctor at Mary Elizabeth Hospital.

Mr. Credle came with the Department in 1921 as Assistant Director of Schoolhouse Planning.

## Social Studies Council Announces Luncheon Meet At Asheville

Announcement of a luncheon meeting of the Council for Social Studies, a department of the North Carolina Education Association, has been made by Mrs. Mary Sue Fonville, Raleigh, Chairman. At this meeting Dr. Fred Coney of the Education Staff of Air University, Maxwell Field, Alabama, formerly Curriculum Supervisor of the Connecticut Department of Education, will be the speaker. His topic will be "Promising Developments in the Social Studies."

In view of the fact that this State has just initiated a program to write a course of study for the social studies, it is thought by Mrs. Fonville that superintendents, supervisors, principals, and teachers as well as those in the social studies field would be interested in this meeting. To attend this luncheon advance registration, accompanied by luncheon price of \$1.75, must be sent by April 8 to Mrs. Mary Sue Fonville, President of the Council, S Hillsboro Apts., Raleigh.

## School Lunch Program Increases Reimbursement Rates

Reimbursement rates were increased on February 1 on plate lunches served in those schools providing school lunches under the supervision of the State's School Lunch Program, operated through the Division of Vocational Education of the State Department of Public Instruction.

No increase was allowed on type C lunches, however. These type lunches already receive the two cents maximum reimbursement. Schools serving type A and B lunches will receive an increase of from one to two cents a plate increase, depending upon the average number of meals served daily.

# THE ATTORNEY GENERAL RULES

## May Bonds be Voted on District Basis? May Tuition be Collected?

I received your letter of December 8 and note that the recent county-wide election in \_\_\_\_\_ County was unfavorable towards the sale of bonds for the school building program and that the local Board of Trustees is now considering the possibility of securing funds for building on a school district basis. You request my opinion as to what steps might be taken to initiate a district bond election for the \_\_\_\_\_ City Schools and whether the district supplement lines voted on April 14, 1942, could be changed without further action of the Legislature.

The only Statewide law authorizing bond elections for the construction of schoolhouses is the County Finance Act, which requires that the bonds be issued on a countywide basis. In a number of counties there are special Acts of the Legislature authorizing a vote for school building bonds on a district basis. These Acts are known as the "Cleveland County Acts" as Cleveland County, in 1935, was the first county to have such Acts adopted. These Acts were held constitutional in the case of *Fletcher v. Commissioners of Buncombe County*, 218 N. C. 1. There is no Act, however, of such a nature applicable to \_\_\_\_\_ County that I have been able to find. It, therefore, would be necessary to have further legislation before any school bonds could be issued on a district basis.

This, I believe, answers your first and second questions, as there are no provisions for changing district lines for purposes of issuance of school bonds.

Your third question is as follows: "If the school district boundaries were made coterminous with the boundaries of the City of \_\_\_\_\_, would collection of tuition from children living outside the City and attending the \_\_\_\_\_ schools be permissible and enforceable?"

If children are transferred to the city schools from schools in a county administrative unit by the State Board of Education under the provisions of G. S. 115-352, such children, when transferred, could not be required to pay tuition as this statute so provides. Under the 1947 Act children are required to attend the school of the dis-

## When Streets May be Closed

Replying to your letter of the 23rd of December, 1947, you are advised that under the provisions of G. S. 160-200 (11), municipalities have the power to open new streets, change, widen, extend, and close any street or alley that is now or may hereafter be opened.

The copy of the Resolution of the Council of the City of \_\_\_\_\_ has been examined, and it is the opinion of this office that the same will accomplish the purpose of closing the street described therein.

This Resolution, however, would not have the effect of conveying this abandoned street to the City School Board. If the City acquired this street by outright purchase or gift or by condemnation, it could, under these circumstances, convey this property to the School Board; but in order to sell it, it would first have to be advertised for thirty days and sold to the highest bidder for cash under the provisions of G. S. 160-59. If, on the other hand, this street had been dedicated by its original owners for street or alley purposes, then, upon its closing, the property formerly occupied by the street would revert to the original land owners.—December 29, 1947.

## Special Elections

Special tax election as follows were approved by the State Board of Education on January 8, 1948: Windsor in Bertie County 20 cents and Bessemer City in Guilford County 20 cents.

The Board also approved a loan of \$10,000 from the State Literary Fund for Pitt County.

trict in which they reside, unless authorized by the State Board of Education to attend some other school. If the children attend some other school with the approval of the State Board of Education, upon the petition of the parents of such children, it has been the opinion of this office that, if they attend the schools of a city administrative unit having a special tax, tuition might be charged on the basis equivalent to the per capita cost of the special tax. This, however, is only in case of voluntary attendance upon the schools in another district upon petition of the parents of such children.—December 11, 1947.

## May Band Teacher Without Certificate be Employed?

I received your letter of December 1, in which you write me as follows:

"Can a County School Board hire a Band-Master, or Band Teacher, who is not eligible for a school teachers certificate of any kind, and set-up his salary in the regular school budget? Also, could the board of County Commissioners set aside money derived from sources other than Ad Valorem taxes, to be applied on the School Budget, for the payment of this Band-Master?"

Our school law, G. S. 115-151, provides that no person shall be employed or serve in the public schools as a teacher, principal, supervisor, superintendent or assistant teacher, principal, supervisor, superintendent or assistant superintendent who shall not be certified for such position by the State Board of Education in accordance with the law. Therefore, in answer to your first question, I will say that unless the band-master or band teacher held a teacher's certificate, he could not be certified as a teacher and his salary set up in the regular school budget as such.

Your second question, as to whether or not the Board of County Commissioners can set aside money derived from sources other than ad valorem taxes to be applied on the school budget for payment of the band-master, could not be answered unless you are more specific in stating the other sources of revenue. The revenue derived from fines, forfeitures, penalties, dog taxes and poll taxes must be applied to maintenance of plant, except under the conditions set forth in the statute, G. S. 115-356. The matter would be greatly simplified if the band-master employed held a teacher's certificate and could be employed as a teacher, and in addition to his work as such, could have the duty of instructing the band.

If you can be more specific as to the other sources of revenue, I will be glad to attempt to study the question you propose further.—December 5, 1947.

## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, March 1943)

**Fifty-one High School Victory Corps** planning conferences have been held by members of the State Department of Public Instruction during the past two months with North Carolina superintendents and principals.

**Publication No. 235, A Suggested Twelve-Year Program** for the North Carolina Public Schools, originally issued in mimeograph form as an experimental edition, has now been printed and distributed to county and city superintendents for the use of teachers and principals.

For the two and a half years prior to January 1, 1943, a total of 27,641 persons were trained by the Division of Vocational Education, State Department of Public Instruction, through its War Production Workers Program.

The sum of \$26,509.70 was earned by 340 students enrolled in Distributive Education Co-operative Programs during the months of September, October and November, 1942.

### 10 Years Ago

(N. C. Public School Bulletin, March 1938)

Mr. Charles E. Spencer of High Point has been added to the staff of the Division of Instructional Service of the Department of Public Instruction, it was recently announced by Superintendent Clyde A. Erwin.

In compliance with Resolution No. 22, passed by the 1937 General Assembly, Governor Hoey has appointed the following Commission to Study Public Schools and Colleges for Negroes: Senator J. W. Noell, Roxboro; Senator J. H. McDaniel, Mt. Pleasant; Representative H. G. Horton, Williamston; Representative F. H. Brooks, Smithfield; and Representative George C. Uzzell, Salisbury.

April 14 has been designated as Pan American Day in a proclamation issued by the President of the United States asking for nationwide observance of the occasion.

The Report of the Advisory Committee on Education recommending grants to the states for educational purposes was recently transmitted to Congress by President Roosevelt.

Home-and-School co-operation is an important part of the Adult Education program that is now being carried on in North Carolina.

## Superintendents Conference

The conference of superintendents, sponsored annually by the State Superintendent of Public Instruction, will be held this year at Mars Hill College on August 11-13, it was announced last month by Superintendent Clyde A. Erwin, in a letter to county and city superintendents.

Information as to rates and accommodations will be furnished later, the letter stated.



## What does this Mean!

This bit of colored paper may not seem much to you at first glance—but if you look closer, and think about it for a moment, you'll realize that it means a lot to some crippled child.

It means a chance to have adequate medical care . . . equipment such as wheel chairs and braces . . . free transportation to and from school, and a lot of other vital necessities . . .

It means a chance to get out and do things, too . . . a chance for healthful recreation . . . a chance to go to camp in the summer . . . to swim and play games just like other kids.

It means a chance for specialized vocational training . . . a chance to lead a more normal, useful life, even though handicapped . . . And above all, it means a chance for YOU to help crippled children . . . Remember,

**Every Easter Seal  
You Buy Helps a  
Crippled Child**

## MAKING TODAY'S NEWS

Nash. High school boys and girls in Nash County will be given a chance to participate in a Statewide speaking contest for high school boys and girls on the subject of "Soil Conservation and Its Relation to the Economy of North Carolina," announces M. E. Hollowell, county agent.—Rocky Mount Telegram.

Durham. The City Board of Education last night (Jan. 12) voted to ask the City Council to set April 3 as the tentative dates for the election of the authorizing of an additional 20 cents per \$100 valuation school tax.—Durham Sun.

Guilford. A State committee today (Jan. 13) conducted a spot survey of Guilford County's school plants, gathering information which may have a bearing on new school legislation at the 1949 General Assembly.—Greensboro Record.

Gaston. A retail training program and classes in selling techniques are being given to sales personnel and merchants in Belmont by the Distributive Education Service of the State Department of Public Instruction.—Gastonia Gazette.

Forsyth. Dr. H. C. Jent, school dentist with the City-County Health Department, appearing on the "Tell Me, Doctor" radio series being conducted over Station WSJS, said today (Jan. 15) that fully 80 per cent of the school children he has examined since beginning work last fall need the attention of a dentist.—Winston-Salem Sentinel.

Martin. Registration will be held Monday afternoon, January 19, at five o'clock for an extension course offered by Eastern (sic) Carolina Teachers College to enable Bertie and Martin county teachers to get credit hours towards renewing teaching certificates.—Windsor Ledger-Advance.

Raleigh. Some 550 high school youths of Raleigh will take a course in automobile driving this spring, City Superintendent Jesse O. Sanderson said yesterday (Jan. 22), in announcing details of the experimental program.—Raleigh News and Observer.

Wake. Forty-seven teachers in the Wake County Schools attended an arts and crafts workshop this week (Jan. 30) in the old Rex Hospital Building in a class conducted by Lillian Ninn.—Raleigh Times.



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# NORTH CAROLINA PUBLIC SCHOOL

... Published Monthly by the State Department of Public Instruction ...

# Bulletin

APRIL, 1948

RALEIGH, NORTH CAROLINA

VOL. XII, No. 8

## Elementary Teacher Situation Critical

■ "The situation with reference to the elementary teacher is now critical, and apparently is to grow worse unless heroic measures are taken."

This is the conclusion of a report recently prepared by Dr. James E. Hillman, Director Division of Professional Service, State Department of Public Instruction. Dr. Hillman's conclusion was based on a study begun a year ago following an Educational Symposin on the Shortage of White Teachers which was held in Raleigh. The present report covers a survey of the 1947 high school graduates as to their purposes of entering college and preparing to teach.

While not all schools participated in the study, Dr. Hillman estimates on the basis of those responding to the request that the senior colleges in 1950-51 will turn out 1,387 teachers. Of this number 916 will enter the secondary field, whereas only 471 will teach in the elementary schools, where the need is greatest. Under normal teacher turnover, the report states, there is a need for 1,700 teachers, 1,200 elementary teachers and 500 high school teachers. The elementary teacher output in 1950-51 will be about one third of the present annual need. This need is based upon the following: (1) To fill the places of those who leave the profession, (2) to teach the increased enrollment based upon increased births, (3) to decrease the teaching load, and (4) to replace some 2,000 elementary teachers whose qualifications are below standard.

In the forefront of influences which were most effective in gaining recruits for the teaching profession were: (1) the personal work of the principal and (2) the influence of good teachers. Low pay was cited as the chief influence causing seniors not to select teaching as their life work.

A revealing phase of the study concerned the reasons why superior high school graduates do not attend college—70 per cent of those in county units and 53 per cent in city units. The chief reason for not attending college was economic, or the lack of money. To encourage college attendance for teacher preparation Dr. Hillman recommends scholarship aid. Such aid he believes "would assist greatly in an intelligent and Statewide program of teacher recruitment."

## New Hanover Schools Use Audio-Visual Aids

The New Hanover county unit paramounts audio-visual education to the highest degree, with a sound motion picture projector in every white elementary school and five in the high schools, a recent article by John P. Voorhees in the Durham Herald states.

The article points out that there are 27 projectors in the 25 schools, including six in the nine Negro schools. "This array of educational machines," the article states, "virtually all Victor Animatophones because of concentration on one standard projector, is augmented by six opaque projectors and 25 filmstrip and slide projectors."

"Supplementing this equipment, New Hanover has its own library of more than 200 sound educational films and more than 800 filmstrips for instructional use with the various machines."

"Through a long range planning program, these projectors and the films and filmstrips are used to instruct the pupils audibly and visually on curriculum subjects or related ones and bring direct to the classrooms the pictures of distant lands, the development of turbine engines, the study of animal life, physics, political science, art, literature, and even languages and the intricacies of solid geometry and algebra."

## 17 Units Provide Training Classes for Veterans

Classes for veterans in various trades are provided in 17 of the State's largest city units. These courses are given as a part of the training under the G.I. Bill of Rights. They include classes in bookkeeping, auto mechanics, electricity, plumbing, carpentry, plumbing and steamfitting, distributive business, ICS courses, auto parts, hosiery machine fixing, body builders, machinist, sheet metal, brick mason, printing, managerial, and textiles.

Classes in one or more of these subjects are offered in the following units: Burlington, Charlotte, Asheville, Kannapolis, Hickory, Durham, Winston-Salem, Gastonia, High Point, Greensboro, Hendersonville, Statesville, Wilmington, Salisbury, Albemarle, Mt. Airy, and Raleigh.

## N. C. Holds Art Exhibit For Elementary Schools

The Eleventh Annual North Carolina School Art Exhibit will be held April 19-May 1 at the Weatherspoon Gallery, Woman's College, it was recently announced by W. C. Jackson, Chancellor.

This exhibit is sponsored by the Woman's College, the University of North Carolina, the North Carolina Federation of Women's Clubs, and the North Carolina Division of the American Association of University Women. Its purpose is to encourage and stimulate creative art work for the children of North Carolina.

Works may be submitted in several classifications: design, drawing, painting and three dimensional. Those which, according to the judge, show special merit will be granted awards; and the Exhibition Committee may purchase any work, or retain it for the Traveling Exhibit, sponsored by The Extension Division of the University.

According to Julia Wetherington, Associate, the Division of Instructional Service of the State Department of Public Instruction, these annual exhibits are most gratifying. "They not only stimulate creative child art; they also stimulate a larger number of schools to participate in the exhibit and in the teaching of art," she said.

## IN THIS ISSUE

Elementary Teacher Situation Critical.....	1
Influences in Teacher Recruitment.....	3
N.E.A. Analyzes Courts' Relaxed Time Decision.....	4
The 1945-46 Current Expense Dollar.....	7
North Carolina Ranks 35th Among States in Average Paid Instructional Personnel.....	13

# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Published Monthly Except June, July and August

by the

STATE DEPARTMENT OF PUBLIC INSTRUCTION, RALEIGH, NORTH CAROLINA

CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director, Division of Publications, Editor*



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Entered as second-class matter November 22, 1939, at the postoffice at Raleigh, N. C., under the Act of August 24, 1912.

All material herein is released to the press upon receipt.

## Superintendent Erwin Says . . . .

This month I should like to discuss with teachers and principals the importance of "closing out" the school term. There are many things which may seem small in themselves, but which rank high in value in their relation to the whole school program. Unless plans are made for giving attention to these things prior to the last few days of school, they are liable to be overlooked.

I have specific reference to the taking of inventories of various school supplies on hand, checking the laboratory equipment, and completing records of various sorts pertaining to both pupils and physical equipment.

Then, too, a list of improvements that need to be made during the vacation period should be suggested for the attention of the superintendents and the school board. Such suggestions will be of tremendous value to these officials, and they stand a better chance of being made if called to their attention. Painting may be needed, or steps and windows repaired. Additional equipment may be necessary for next year. Permanent records need to be brought up-to-date, and final reports for the year must be prepared.

All these things will be much easier to do, if they are planned for in advance and a little done along when there is time; rather than waiting to the last few days of school when there may be confusion. It is just as important to close a school properly as it is to open it. And with everything left in "apple-pie" order at the close of school, the opening of school next fall will be made smoother for you, or for your successor, and for the pupils themselves.

### INFLUENCES IN TEACHER RECRUITMENT

IN A recent report on teacher recruitment made by Dr. James E. Hillman of the State Department of Public Instruction, influences which were most effective in gaining recruits for the teaching profession were tabulated. We think it is highly significant that the "personal work of the principal" and "good teachers" ranked first among these influences. Dr. Hillman reports that about half of those who indicated a preference for teaching as a profession did so through special effort of principals and teachers. This experience, he states, suggests the need for a continuing and continuous effort in all of the accredited high schools in all of the administrative units, county and city.

Not ranking as high as these two influences affecting the recruiting of teachers, according to Dr. Hillman's findings, were: pupil participation in certain teaching activities, the increase in salary (recently made), the guidance program, advantages of teaching, opportunity for service, interest in children, employment opportunities, and retirement benefits. All of these are very important. They indicate positive influences.

There were, however, a number of influences that caused high school seniors not to choose teaching as a profession. Foremost among these were the following: low pay, not interested in teaching, not year round employment, lack of freedom, too little pay for preparation required, too much expected of teachers, and unable financially to make the preparation.

Any recruitment program must take these negative influences into account as well as the positive influences mentioned, and some way must be devised to overcome these influences when superior high school graduates who qualify in other respects for teaching. The cost of preparation for teaching is one that could easily be overcome by the provision of scholarship aid to promising recruits.

### OUR EDUCATIONAL RANK

THE states have been ranked as to their educational status by several different people within recent years. Each has used different factors as a basis for his rating.

Recently, two Iowa professors, Hughes and Lancelot, have written a book called *Education—America's Magic* in which they not only made a survey of education in the several states but also discuss the "Vital Educational Problems of America." In attempting to measure the states as to their general performance in education these two authors use six factors. (See elsewhere in this *BULLETIN* for details.) On the basis of the factors used North Carolina ranks at 27th place among the 48 states. This is the highest ranking that

### COMPULSORY SCHOOL ATTENDANCE

COMPULSORY school attendance is required by law for all children between the ages of seven and sixteen years. In accordance with law the State Board has adopted rules and regulations governing the enforcement of the compulsory attendance law. Due to the lack of any co-ordinating head on the State level, however, and varying responsibilities under the law of those now having charge of enforcement on the local level, there is no uniform procedure or practice in the various school units in the enforcement of the law. Consequently, in many instances school absences go unnoticed and children stay out of school at will and without legal excuses.

Under the law a school administrative unit may from local funds employ an attendance officer. In accordance with this provision 27 county and 33 city units have attendance officers who work directly with the school superintendent in an effort to improve school attendance. In units that do not employ attendance officers, the county superintendent of welfare is charged with the responsibility of enforcing the compulsory attendance law. These persons work under the direct supervision of the State Board of Public Welfare. As a result, the practices in the several units vary.

The *BULLETIN* believes that school attendance is a school problem and as such should be under the direction of school people, with a school attendance officer for every unit (not necessarily one for each unit). If upon investigation, a particular case requires the attention of the welfare officer, then that case should be referred to him for any remedial attention that is required. Furthermore, we believe that the State should support the employment of attendance officers on the local level, to some extent at least, as well as an officer on the State level for unifying and co-ordinating a program of better school attendance. The State now appropriates nearly \$60 million for public education. A small fraction of this amount for the supervision of school attendance would aid in the more efficient expenditure of the total amount and result in a better instructional program for all the children.

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has been assigned to this State by any other ranking scheme. All other schemes have placed North Carolina around the 38-42 ranks.

It appears, that this high ranking awarded North Carolina is due largely to the effort made by this State to provide educational facilities, and even though its accomplishment should be better, there is still lacking an ability to perform due to a lack of funds. And so with Hughes and Lancelot we say "the State cannot possibly provide without Federal help the kind of education to which its children clearly are entitled."



## NEA Analyzes Courts' Released Time Decision

■ The Research Division of the National Education Association has analyzed the recent decision of the United States Supreme Court with reference to the plan of released time whereby religious teachers employed by the Champaign (Illinois) Council on Religious Education went to public school buildings for one period a week to give instruction in religion. The Court held that this plan is unconstitutional.

According to the N.E.A., "the Court's official opinion seems to rest not only on the fact that the Champaign public-school buildings were used for religious education but also upon the school-board's co-operation in the program and the fact that compulsory attendance was used to help sectarian instruction."

As to the effect this opinion has upon released-time programs in general, the N.E.A. Division says that, although the decision clearly invalidates plans similar to that operated in Champaign, "the opinion is so general that it might be said to apply to 'released time' in almost any form."

Continuing, the Research Division reasons:

In evaluating the Court's decision in the McCollum case with respect to other types of released-time programs, we must, therefore, take into consideration these comments by the justices who agreed with the decision but wrote separate opinions. It is necessary to look into systematic types of religious education as related to the public schools to determine, if possible, which may and which may not be affected by this decision. In general it may be said that the greater the dissimilarity between any particular program of religious education and the Champaign plan, the more debatable is the application of the McCollum decision.

### VARIATIONS IN RELEASED-TIME PROGRAMS

Type 1: *Arrangements (accomplished by Champaign plan) in which the school system not only releases the pupils from the regular school curriculum but provides housing, other facilities, and services for the religious education classes.* This type of plan is definitely unconstitutional under the McCollum decision.

Type 2: *Where religious education is conducted off school premises, but with the active co-operation of the school administration, not only in releasing pupils from the regular school curriculum and in keeping attendance records, but also by exerting a direct influence upon attendance at the religious classes.* This type of plan also is unconstitutional under the McCollum decision.

Type 3: *Where religious education is conducted off school premises, but with no more co-operation by the school administration than the releasing of pupils for religious instruction on school time.* This type of plan seems to be unconstitutional also under the McCollum decision.

Type 4: *Classes in religion held out-*

*side of school hours but in school buildings, when the school authorities do no more than to permit the buildings to be used for religious education.* This type of religious education may possibly be unconstitutional under the McCollum decision, since it is the use of tax-supported property for sectarian education.

*Further Applications.* Typical opening exercises, the reading of the Bible, and repeating the Lord's Prayer, are not directly affected by the decision in the McCollum case. There is only a possible indirect application which was pointed out by Mr. Justice Jackson in his concurring opinion where he stated that, although he agreed with the decision, he felt it was too broadly expressed. He based his contention upon the fact that McCollum, in her complaint, had objected to the use of the Bible and the Lord's Prayer. He said that the Court by instructing the Illinois Supreme Court in such general terms to order the schoolboard to desist from religious instruction and to grant McCollum's petition, accepted the complaint in these details as well as in the specific application to the Champaign released-time plan. If this legalistic theory is correct, there may be some foundation for extending the scope of the McCollum decision to Bible-reading and morning exercises in the public schools. However, the decision does not disqualify these activities.

The usual curriculum materials and instruction with respect to religious developments in history, art and music, emphasis upon spiritual values in teaching, courses in ethics and morals, are not affected by the Court's decision.

## Schools Hold Saturday Sessions

To make up for the days lost due to closing on account of snow and ice during late January and early February, schools in many rural areas of the State were operated on Saturdays during March and April. This plan enabled these schools to complete the entire nine-months term and at the same time close prior to June 1 in accordance with the original schedule.

## Board Approves Special Tax Elections

Special tax elections were approved by the State Board of Education at its February 5th meeting as follows:

Durham (city), an additional levy of 20 cents on the \$100 valuation of property; Johnston County, Meadow District, a maximum levy of 15 cents on the \$100 property valuation; and Marion (city), a maximum levy of 20 cents on the \$100 valuation.

Approval of an election to vote for an additional 15-cent levy in the Raleigh city unit was given at a meeting of the Board on March 2.

## Transcriptions Available

*These Great Americans*, the tenth series of *Let Us Forget* transcribed dramatic programs which has been broadcast by over 800 radio stations in the United States and has won awards in educational and entertainment fields, is now available to schools throughout the country, the Institute for Democratic Education announced recently.

The Institute, producers and distributors of the series, is offering the thirteen programs in this series to schools as audio-visual educational aid for the nominal fee of \$15. This charge covers the cost of pressings and a discussion guide handbook for teachers which accompanies the purchase of the transcriptions.

In its thirteen 15-minute programs, *These Great Americans* portrays the lives of men and women of modern American history who dedicated their lives to the principle that all men are created equal. Vividly and dramatically presented are the biographies of Wendell Willkie, Joseph Goldberger, Jane Addams, Justice Holmes and Brandeis, George Washington Carver, Al Smith, Samuel Gompers, George Norris, Franklin D. Roosevelt, Franz Boas, Joseph Pulitzer and Woodrow Wilson.

Top-flight stars of screen and radio play the leading roles in these dramatizations. Among these stars are Melvyn Douglas, Ralph Morgan, Sam Jaffe, Wendy Barrie, Canada Lee and Donald Cook. For the excellence of its production and entertainment, *These Great Americans* received a "Showmanship" citation from Variety, leading publication of the entertainment world.

Arrangements for the purchase of *These Great Americans* can be made by writing directly to the Institute for Democratic Education, 415 Lexington Avenue, New York, N. Y.

## Welfare Superintendents Help To Keep Children in School

Welfare superintendents of the State investigated 2,181 of the 2,807 cases that were referred to them during the months of September-December 1947 for violation of the compulsory attendance law, it is announced by the State Board of Public Welfare. School attendance in North Carolina is compulsory between the ages of 7 and 16.

"Although the 2,800 children referred to welfare departments for not attending school during the four months period seems large," a statement released by the Welfare Board reads, "the actual number not attending school is much larger, because the 2,800 referrals represent 'screened' cases. That is, school authorities refer cases if the children have no legitimate excuse for non-attendance and after they have been absent from school for a certain number of days without an acceptable excuse."

Special attendance officers are employed in 27 county and 33 city units. Most cases of non-attendance in these units are handled by these special officers.

In 30 counties there were no cases referred, whereas in other units referrals varied from 280 cases in Randolph to only a small number in several other counties. On the basis of the facts ascertained, it would appear, in the opinion of the State Welfare Board, that "Special attention should be given to the matter of school attendance."

## Prize Contest Announced

A \$1,000 prize contest in a search for good teaching material to help boys and girls in grades 1-12 use the resources around them in improving their food, clothing, shelter and health is announced by the Project in Applied Economics, which is sponsored by the American Association of Teachers Colleges.

The contest, which offers a first prize of \$500, a second prize of \$250, a third of \$150 and a fourth prize of \$100, provides an opportunity for teachers and others in close contact with actual community needs to create teaching material which fits the problem of their own region or locality.

Those desiring to enter the Contest should write to the Editor, *Applied Economics*, 280 Madison Avenue, New York 16, N. Y., before May 15, 1948. The Contest closes October 1, 1948 and winners will be announced in the December, 1948, issue of *Applied Economics*.

## Inventory Reveals Many Districts Face "Almost Insuperable Financial Problems"

■ Pressure of increased enrollments and the doubling of school construction costs have created "almost insuperable financial problems" for many school districts in most states, according to the results of an inventory of 1946-47 school expenditures in the United States released recently by the National Education Association.

The inventory, conducted by the Institute of Administrative Research of Teachers College, Columbia University, under the direction of John K. Norton and Paul R. Mort, used a scientific sampling technique to obtain a picture of school expenditures for each state and for the nation as a whole.

"The inventory of the 1940 public school expenditures," according to Dr. Norton, "revealed that thousands of public school systems had too little money to buy an acceptable amount and quality of schooling for all children." In reply to the query, "Did school expenditures increase enough from 1940 to 1947 to permit school boards to hold their own in buying schooling for children?" Dr. Norton said that the results of the current study proved that the answer is "no."

As supporting evidence, he pointed to the following findings from the study:

1. In the United States as a whole, and in more than three-fourths of the states, school boards had less purchasing power per pupil in 1947 than they had in 1940.

2. While per pupil expenditures, on the average, increased 66 per cent from 1940 to 1947, indexes of economic change show that they should have gone up 86 per cent to hold in the economic market.

3. The low expenditure school systems of 1940 are still operating at poverty levels of support although they made relatively large percentage increases per pupil. A large per cent increase of very little is still very little. Meanwhile the high expenditure districts have not been able in 1947 to purchase the first-rate education they were able to afford in 1940.

4. Enormous inequalities in expenditure per pupil continue to exist both within individual states and among the states. Millions of children in 1947 were in school systems with such meager funds that their schooling was both brief and inferior.

Many local school systems and a number of whole states are fiscally unable, even after levying confiscatory taxes, to finance schools of average cost, it was pointed out. "This results," Dr. Norton stated "from a highly uneven and inverse distribution of chil-

## Foundation Distributes Leaflets About Infantile Paralysis

Leaflets about infantile paralysis are being distributed this month to all schools in the State by the National Foundation for Infantile Paralysis as a part of its services in combating the disease. One copy of the leaflet will be given to each pupil to be taken to his parents.

State Supt. Clyde A. Erwin has endorsed the distribution of this information as a phase of the school's program of health education. "This 'Message to Parents,'" he stated, "may prevent a number of our boys and girls from being crippled for life. I am glad that the schools can co-operate in this worthwhile and important program of the Foundation of Infantile Paralysis."

In letters to superintendents and principals, Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction, calls attention to the leaflets and urges co-operation in their distribution. "It is highly important," he stated, "for parents to know what to do in case of infantile paralysis or poliomyelitis. It is important to know who is going to pay the bill."

Dr. Highsmith also stated, "It is exceedingly important that parents inform themselves about this dreadful disease in order that they may act intelligently."

The leaflet gives some facts about the disease, precautions to take, and some suggestions to follow in case poliomyelitis is contracted. The distribution of the leaflets is a part of the services made possible by contribution to the March of Dimes.

dren and of wealth." Figures for North Carolina showed that, although the median expenditure should have been \$65 in order to keep education simply on the 1939-40 level, this State actually spent \$63 per pupil. For the United States as a whole the average expenditure per pupil increased from \$60 in 1939-40 to \$99 in 1946-47.

# TEXTBOOK DIVISION RELEASES STATEMENT ON ACTIVITIES

■ A statement of the policies and practices of the Division of Textbooks of the State Board of Education has recently been issued by Wade M. Jenkins, Director.

"The general activities of the Division of Textbooks," the statement reads, "are divided into three main divisions: Free books, high school books, and supplementary readers.

Books furnished to pupils under these three classifications are distributed in line with the following practices:

**FREE BOOKS.** The basal books supplied to the pupils in grades one to eight include the subjects of geography, history, spelling, music, health, art, arithmetic, English, and basal reading. In most instances, these books are furnished in sufficient quantities to supply one book to each pupil. In other cases, they are furnished to the schools in sets for use as needed by the several sections and grades. In the case of books made available to each pupil, it is customary to ship the superintendent sufficient books for all pupils, plus a working surplus of 7 per cent to enable the superintendents and principals to have a few extra copies on hand to care for the fluctuating enrollment. Desk copies for teachers are not included in the working surplus.

**HIGH SCHOOL BOOKS.** Under the rental plan, the pupil pays a flat fee of \$3.00 at the beginning of the school year and is entitled to all of the basal books used in the courses pursued by the student.

All records in the textbook office are kept separately by administrative units. When high school books are shipped to an administrative unit, the books are charged to that unit. When rental fees are received from the units, credit is given on the respective accounts. The entire program was organized and executed with the expectation of making the entire high school rental system self-supporting. Of the one hundred forty administrative units using the rental system, one hundred twenty-eight were self-supporting as of June 30, 1946; that is, the rentals collected from the pupils and forwarded to the textbook office have been equal to or greater than the cost of the books supplied to the administrative units.

After an administrative unit reaches this self-supporting stage, the general procedure of administration is changed somewhat. All rentals received are placed in accounts to the remitting units. The superintendents in these units draw on this account for all new purchases and replacements of textbooks needed by the pupils. If, through diligence in operation and in the care of the books, a superintendent does not need all of the funds collected for the purchase of basal textbooks, he is authorized to spend the remainder of his

funds for library books which are placed in the schools for the use of the pupils who paid the rental fees. Most of the 128 self-supporting units became self-supporting between January 1941 and June 1946. During the school year 1942-43, library books were made available to the superintendents who had funds for this purpose and to date approximately \$322,000.00 worth of library books have been shipped. Approximately \$353,000.00 is collected each year from the pupils as rental fees.

**SUPPLEMENTARY READERS.** The arrangements for renting supplementary readers are similar to those outlined above for high school books. At the present time, eighty-one units rent supplementary readers. Of this number, seventy-six are self-supporting. After a unit becomes self-supporting, all funds collected each year are used for the purchase of supplementary readers or library books for use in the elementary grades. The collection for readers amount to approximately \$170,000.00 per year.

## GENERAL ITEMS.

**1. Purchase of Books.** Books are purchased directly from publishing houses upon contracts executed with the publishers by the State Board of Education. No basal and supplementary books are purchased except those that are under contract. Library books are not under formal contract, but are purchased from a list prepared by the State School Library Advisor, subject to the approval of the State Superintendent of Public Instruction.

**2. Warehousing and Shipping.** The textbook office operates a warehouse on Caswell Square for basal books and another on Harrington Street for supplementary readers and library books. The books are received from the publishers and are shipped to the superintendents' offices upon the receipt of orders from the superintendents. During the summer months, the shipments are composed largely of basal books, preparatory to the opening of school in September. During the winter months, while the shipments of basal books are at a low ebb, the library books and supplementary readers are shipped. The shipping force varies from

six to fifteen men, depending upon the season.

**3. Distribution for the Publishers.** In many states, the publishers have to ship books to superintendents, principals, and teachers throughout the State, thereby entailing a heavy cost for shipping, invoicing, bookkeeping and collecting. In North Carolina, this service of distribution has been performed for the publishers by the Division of Textbooks and the Division has received compensation from the publishers for the services rendered. The compensation usually ranges from eight to ten per cent of the cost of the books.

**4. Operating Costs.** The commissions received from the publishers are sufficient to pay all operating costs of the rental system. This means that the Division has been able to administer the high school and supplementary reader rental systems throughout the State without using any of the rental fees for the administration of the State office. There is no appropriation by the Legislature for any operating expenses connected with the rental system.

**5. Financing.** During the first few years of operation of the rental system, it was necessary to borrow money from the State Treasury to buy books. The total amount borrowed amounted to \$1,113,245.10. During the 11 years of operation, the Division of Textbooks, up to June 30, 1946, had accumulated \$1,323,902.85 to be used in paying off the loan. The money has not been paid back to the Treasury, but is available for this purpose. Some of the accumulated funds have been used to buy free books, in accordance with special legislation authorizing the Division to use it for this purpose.

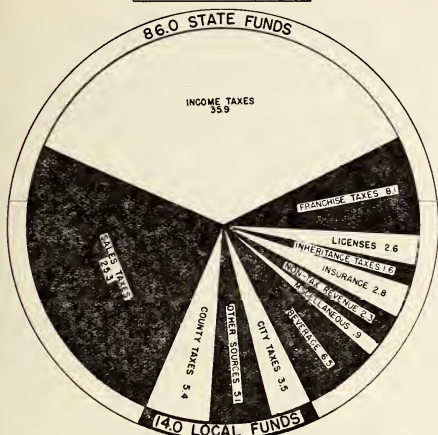
**6. Use of Rental System Optional.** The free textbooks for grades one to eight are used by all public schools in the State. The rental system in the high school and the elementary grades is optional and may be used by any administrative unit needing the services. No effort has been made to get all units to use the rental system, but the services have been made available to all units requesting it. Prior to the establishing of the State rental system, about twenty administrative units in the State operated rental systems. Such programs have continued to operate without interruption. The services rendered in these units are very similar to those of the State rental system.

**7. Number of Books Owned.** The total number of volumes carried on the books of the Division of Textbooks has ranged between seven and eight million books. Approximately five and one-half million copies are free books; the others are high school books and supplementary readers which are rented to the pupils.

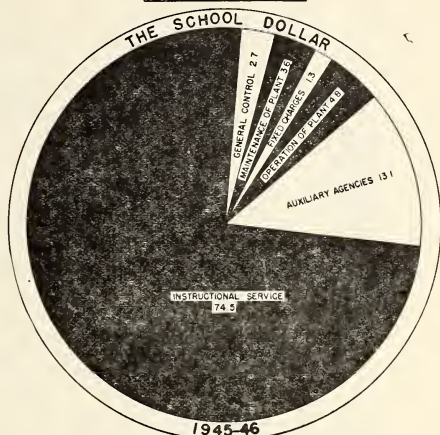


## THE 1945-46 CURRENT EXPENSE DOLLAR

WHERE IT CAME FROM



WHAT IT WENT FOR



The above chart shows the source of each dollar expended during 1945-46 for the current operation of the public schools and the purposes for which that dollar was expended. Of each dollar expended 86 cents came from State funds, whereas 14 cents were provided from local sources. Approximately 75 cents of each current expense dollar were used for in-

structional service, the payment of salaries of teachers, principals, and supervisors, free textbooks and other instructional supplies. The remaining part of each dollar expended went for transportation expense, fuel, janitors' salaries, insurance, repairs to buildings, and the superintendents' office.

### F.H.A. Clubs to "Adopt" 10 German Homemaking Schools

Ten homemaking departments of schools in the American Occupied Zone of Germany will be "adopted" by the Future Homemaking Clubs of North Carolina, according to Catherine Dennis, State Supervisor of Home Economics Education of the State Department of Public Instruction.

Participating clubs, Miss Dennis stated in a letter to F.H.A. Club members and advisers, will send boxes of needed materials to the ten "adopted" schools, the names of which will be announced later. Kinds of materials needed are: clothing, art materials, housekeeping materials, certain cooking utensils, and children's towels, blankets, wash cloths and soap. Books, pamphlets and magazines in the field of home economics are also useful.

Lists of these recommended materials and directions as to how packages should be sent may be obtained from Miss Dennis.

### Southern Governors Plan For Regional Schools

Governors of nine Southern States, at a meeting held in Wakulla Springs, Florida, last month, agreed to support jointly a plan for regional schools for white and Negro students, unless some technical reason intervenes.

The schools would be on the college level and would be set up to offer training in fields with limited application, such as forestry, veterinary medicine and dentistry. State Superintendent Clyde A. Erwin represented Governor Cherry at the meeting. The Governor has subsequently approved the regional school plan, however, and has agreed to serve on a Committee to work out details of the plan.

States, whose governors signed the agreement, are Alabama, Arkansas, Georgia, Florida, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, and Texas. States expected to sign are Kentucky, Louisiana, Oklahoma, Virginia, and West Virginia.

### A.C.E. Board Suggests Improvement of School Facilities

Is your playground large enough? Is the playground well drained, attractively planted and habitually kept clean? Is playground equipment adequate? Are halls and classrooms kept clean and attractive? These are the first four of a series of 14 questions suggested by the executive board of the Association of Childhood Education for teachers and children to use in helping them discover their needs as to school facilities and to make plans for their improvement.

"Inadequate School Facilities Must Be Remedied" states Resolution I of the A.C.E. Plan of Action for 1947-1948. This resolution has not been implemented because the executive board felt that since the State Education Commission and the Resource-Use Education Commission are carrying on some investigation in this field, there would be duplication of effort.

# STATE SCHOOL FACTS

## Instructional Service Costs In High Schools

The cost of providing purely instructional service to the average high school student in North Carolina during the year 1945-46 was \$97.18. This year, however, due to increases which have been granted in salaries of teachers and other instructional personnel, this cost is estimated to be approximately \$127.00.

Instructional service costs as used here, include salaries paid teachers, principals, and supervisors, amounts paid to vocational teachers for salaries and travel, costs of instructional supplies, salaries of clerks for principals, and other incidental expenses of commencement programs, etc. The total expenditure for these purposes for the operation of North Carolina's 971 public high schools (grades 9-12) in 1945-46 was \$11,368,292.52.

Table I

Table I gives the total and per pupil costs of instructional service in high schools, white, Negro, total, by years from 1935-34 to 1945-46. These costs, as from 1935-34 to 1945-46, except for the year 1945-46 the cost in white schools was \$99.50 and \$88.57 in Negro schools.

Although the State standard salary schedules for teachers and principals are identical respectively for the races, there are a number of other factors that account for the larger cost in white schools. Foremost among these is the size of the school. Schools for white high school children, even though often small, are still much larger than schools for Negroes. This fact provides a greater salary for the principal of the school, thus increasing the per pupil cost. Also involved in this increased cost is the fact that more often extra teachers are those employed in local schools, where the cost of the public schools. These factors tend to increase the cost of instruction.

### I. INSTRUCTIONAL SERVICE COSTS IN HIGH SCHOOLS

Year	WHITE			NEGRO			TOTAL
	Total	Per Pupil in A.D.A.	Per Pupil in A.D.A.	Total	Per Pupil in A.D.A.	Per Pupil in A.D.A.	
1933-34	\$3,773,356.01	\$21.76	\$420,210.72	\$19,656	\$220.78	\$220.78	
1934-35	3,006,711.26	31.24	467,516.46	34.96	4,074,227.72	22.35	
1935-36	3,006,711.26	31.24	467,516.46	34.96	5,270,445.48	35.93	
1936-37	5,770,569.01	48.32	925,728.94	24.55	7,032,583.19	43.39	
1937-38	6,160,913.60	45.78	932,471.59	32.25	7,545,793.24	43.00	
1938-39	6,525,048.27	45.78	1,017,744.73	31.66	8,002,083.34	43.98	
1939-40	6,525,048.27	45.78	1,017,744.73	31.66	8,002,083.34	43.98	
1940-41	7,186,481.06	48.52	1,171,156.15	31.66	9,156,111.92	45.08	
1941-42	7,665,165.59	52.04	1,490,946.33	39.23	9,156,111.92	45.08	
1942-43	7,846,800.90	52.04	1,490,946.33	39.23	10,127,706.95	52.24	
1943-44	7,846,800.90	52.04	1,490,946.33	39.23	10,127,706.95	52.24	
1944-45	7,846,800.90	52.04	1,490,946.33	39.23	10,127,706.95	52.24	
1945-46	9,036,918.00	99.60	2,369,314.52	88.87	11,368,292.52	97.18	

Tables II and III

School size affects the per pupil cost in still another way, more readily seen when Tables II and III are examined. That is, there are more pupils in the average daily attendance than there are a average daily attendance. This is because of the fact that the average daily attendance is much larger than that for white students. This is due largely to the operation of very small schools.

It will be observed that the average cost in city school units, Table III, was less than that in county units. Table II. This was true in the case of both races, the difference being nearly \$20 per pupil for white students and \$12 for Negroes. Then, too, among the city units the difference between the cost of instruction as compared with that of Negro students is only \$2.25, whereas the county units this difference is nearly \$12.

There was a wide variance among the units, both county and city and for each race, in the per pupil cost of instruction.

### II. INSTRUCTIONAL SERVICE COSTS IN HIGH SCHOOLS, 1945-46, COUNTY UNITS

UNIT	WHITE			NEGRO		
	Total	A.D.A.	Per Pupil in A.D.A.	Total	A.D.A.	Per Pupil in A.D.A.
Alamance	\$ 118,392.50	1,037	\$114.17	\$ 23,678.87	185	\$127.99
Alexander	42,945.78	408	105.26	10,169.91	70	145.16
Allegheny	60,554.57	332	182.39	35,022.90	263	133.17
Ashe	53,268.65	657	81.23	9,810.95	155	63.96
Avery	50,193.11	514	109.33	9,565.95	155	61.72
Beaufort	54,566.90	312	174.89	31,863.13	429	74.97
Bladen	63,285.44	582	108.74	34,004.56	370	92.02
Brunswick	218,441.89	1,999	109.28	9,522.58	96	99.19
Burke	38,371.10	479	80.11			
Cabarrus	81,553.97	576	141.60			
Caldwell	5,473.94	60	106.60	3,574.97	31	115.32
Carteret	58,418.68	528	96.77	8,552.23	97	88.17
Caswell	78,387.50	931	84.19	18,022.00	345	52.23
Chatham	60,861.81	57	1,101.09	18,605.76	233	79.85

structural service in public schools. Among schools in county units the range was from \$72.42 in Clay to \$136.58 in Hyde in the case of white schools and from \$51.74 in Onslow to \$506.72 in Dare. County in Negro schools. The very few pupils, only 7, in the one school in this latter county is clearly the reason the per pupil cost was so high. It will be observed that in a number of county units there are no Negro pupils in high school.

Among the 171 city units per pupil costs ranged from \$50.05 in Lincoln to \$182.82 in Morven in the case of white schools, and from \$51.92 per pupil in Clinton to \$241.97 in Tryon. Here, again, there are many examples of high costs due in the main to the small number of pupils in attendance.

In seven city units there are no Negro high school students—Albemarle, Andrews, Canton, Glen Alpine, Murphy, North Wilkesboro, and Sanford. Part of these have very few Negroes, whereas in others the Negroes attend county unit schools.





## EXPENDITURES FOR INSTRUCTIONAL SERVICE

Year and Items	Elementary	Secondary	Total
1933-34	\$10,092,712.81	\$3,893,596.73	\$13,986,309.54
1934-35	10,247,015.45	4,074,227.72	14,321,243.17
1935-36	12,799,252.64	5,270,445.48	18,069,698.12
1936-37	13,880,782.97	5,932,208.42	19,812,991.39
1937-38	16,313,065.05	7,093,385.19	23,406,450.24
1938-39	16,357,647.99	7,545,793.00	23,903,440.99
1939-40	16,816,494.16	8,003,089.34	24,819,583.50
1940-41	17,659,498.74	8,460,050.47	26,119,549.21
1941-42	18,299,506.39	9,156,111.92	27,455,618.31
1942-43	20,025,235.48	10,127,700.95	30,152,936.43
1943-44*	25,721,352.51	9,647,126.62	35,368,479.13
	26,523,555.11	11,368,252.52	36,891,807.63
1945-46	31,036,490.99	11,368,252.52	42,404,743.51
White	21,257,654.49	9,098,918.00	30,356,572.49
Negro	9,778,836.50	2,269,334.52	12,048,151.02
Salaries of Teachers	29,075,760.55	6,402,251.19	35,478,011.74
White	19,764,835.25	5,146,562.86	24,911,398.11
Negro	9,310,925.30	1,255,688.33	10,566,613.63
Salaries of Principals and Supts.	1,169,221.63	2,459,286.19	3,628,507.82
White	924,129.20	1,930,441.83	2,854,571.03
Negro	245,092.43	528,844.36	773,936.79
Instructional Supplies	283,803.25	92,155.01	375,958.26
White	281,811.65	75,825.77	357,637.42
Negro	74,991.60	16,329.24	91,320.84
Salaries of Clerks	53,444.22	34,223.66	87,667.88
White	47,164.40	29,447.87	76,612.27
Negro	6,279.82	4,775.79	11,055.61
Free Textbooks	434,710.75	.....	434,710.75
White	296,310.74	.....	296,310.74
Negro	138,400.01	.....	138,400.01
Vocational Education	.....	2,367,978.04	2,367,978.04
White	.....	1,905,590.07	1,905,590.07
Negro	.....	462,387.97	462,387.97
Other	19,550.59	12,338.43	31,889.02
White	16,403.25	11,049.60	27,452.85
Negro	3,147.34	1,288.83	4,436.17
Average Daily Attendance	601,960	116,984	718,944
White	415,931	91,448	507,379
Negro	186,029	25,536	211,565
Cost Per Pupil in A.D.A.	\$ 51.56	\$ 97.18	\$ 58.98
White	51.11	99.50	59.83
Negro	52.57	88.87	56.95

\*Elementary schools include grades 1-8 beginning this year.

## Alexander County Completes Consolidation Program

Alexander County has completed its school consolidation program, it is learned from Superintendent Sloane W. Payne.

There are now, according to Superintendent Payne, three union schools (grades 1-12) and three separate elementary schools for white children and one union school for Negroes. "Every white boy and girl," Superintendent Payne states, "has available home economics vocational education, agriculture, manual training and business

education. All of our Negro children have vocational home economics and agriculture."

In 1929, it is learned, Alexander County had 48 schools for white and Negro youth. At that time 132 teachers were employed, whereas today there are 108 including the eight vocational teachers who were not employed in 1929. Currently, the schools in Alexander County are appraised at \$1 million, whereas \$314,000 represented the value of the 52 buildings used in 1929. The total outstanding indebtedness, according to Superintendent Payne, is only \$37,000.

## Erwin Asks Superintendents To Co-operate With Commission

State Superintendent Clyde A. Erwin, in a recent letter to county and city superintendents, requested their cooperation with the State Education Commission in a poll of the citizens of the State including teachers, principals, supervisors and superintendents as to public education.

The Commission was authorized by the 1947 General Assembly to make a complete study of this question. Dr. W. H. Plemmons, Executive Secretary, has charge of the study. The purpose of these questionnaires, which he has mailed to superintendents, is to get the opinions of as many citizens as possible regarding the public school system. The results of this poll will be presented as a part of the report to be submitted to the next session of the General Assembly.

## North Carolinians Attend Physical Education Convention

North Carolina was well represented at the Sixteenth Annual Convention for Health-Physical Education-Recreation held in Birmingham, February 18-20. Twenty-three North Carolinians represented eight institutions and the State Department of Public Instruction. In addition students from Womans College of the University of North Carolina and Appalachian State Teachers College participated in various demonstrations.

The theme of the convention was, "Purposes and Procedures in Health, Physical Education and Recreation." Taking part on the programs of various section meetings were Ellen Griffin, Majorie Leonard, and Margaret Green, W.C.U.N.C.; James W. Long, Wake Forest College; Dr. Harold Meyer and Dick Jamerson, U.N.C.

Miss Ethel Martus, acting head of the Department of Health and Physical Education at W.C.U.N.C. was elected chairman of the Physical Education Division. James W. Long of Wake Forest College was elected chairman of the Section on Professional Education.

John L. Cameron, Adviser in Health and Physical Education, Charles E. Spencer, Co-director of the Division of School-Health Co-ordinating Service, and Ruth O. Moore, Physical Education Adviser, represented the State Department of Public Instruction at this Convention.

## Optometrists Recommend Care of Eyesight

The American Optometric Association declared recently that adherence to a few simple rules for the care of a child's eyesight "will conserve America's seeing skills and ultimately improve public health, safety and everyday efficiency."

Parents and teachers should watch their children for any of these signs of a child's visual problems:

1. Headaches.
2. Squinting.
3. Fatigue.
4. Irritability.
5. Nervousness.
6. Aversion to reading.
7. Crossed eyes.
8. Reddish, watering eyes.

Parents and teachers should provide for, and teach, a child the proper visual care:

1. He should read books with large print; the younger the child, the larger the print.
2. When reading, he should sit erect with head bent slightly forward, and with print at least a foot from his eyes. (The same applies to writing or drawing.)
3. Proper lighting is important both at home and in school.
4. Periods of close work should be limited and separated by rest or other activities.
5. He should follow the general rules of health, for proper rest and diet are requisites of efficient vision.
6. He should have a visual analysis annually by a vision specialist.

## Miss Wetherington Attends National Meeting in Cincinnati

The State Department of Public Instruction was represented at a meeting of the National Association of Supervision and Curriculum Development and the National Association of State Supervisors in Cincinnati from February 17-20 by Julia Wetherington of the Division of Instructional Service.

Following this meeting more than 20 persons, in accordance with pre-plans of Dr. Bess Goodykoontz of the Office of Education with the Cincinnati Schools, stayed over for a day of visitation in the Cincinnati schools. Miss Wetherington spent a majority of that time with the Cincinnati Supervisor for Special Children, and in seeing the scope of the program and the provision for this work. Another special program of interest noted by Miss Wetherington was the provision for clubs and extra-interests of children.

## BOARD ADOPTS MORE BOOKS

Basal social studies textbooks for use in grades five and six were adopted by the State Board of Education at a meeting held March 2. These were the two grades for which new bids were called by action of the Board on February 5, when social studies basal texts for grades 7, 9, 10, 11 and 12 were adopted.

*The Story of Our Country*, published by Row, Peterson & Company, at a re-

tail price of \$1.37, was adopted for the fifth grade, and *Builders of the Old World*, published by D. C. Heath & Company at a retail price of \$2.07, was the name of the sixth grade text adopted.

The following list of books were recently adopted for supplementary use in the high schools by the Board:

### SUPPLEMENTARY TEXTBOOKS FOR HIGH SCHOOLS

	Publisher, Series and Book Titles, Author	Grade	State Retail Price	Copy- right Date
<b>I. MATHEMATICS</b>				
<b>World</b>				
	Mathematics for the Consumer. Schorling et al.	9-12	\$1.73	1947
<b>III. 4. LANGUAGE ARTS</b>				
<b>Dictionaries</b>				
<b>American</b>				
	Webster			
	Students' Dictionary	9-12	2.64	1945
	Students' Dictionary, Indexed	9-12	2.91	1945
<b>Funk and Wagnalls</b>				
	Standard High School Dictionary	9-12	2.07	1947
<b>Scott</b>				
	Thorndike-Century Senior Dictionary	9-12	3.11	1941
<b>IV. SCIENCE</b>				
<b>Ginn</b>				
	The Physical Sciences. Eby et al.	11-12	2.32	1946
<b>Lippincott</b>				
	General Science Activities. Trafton-Smith	9	1.04	1946
	Modern Life Science. Carlton, Williams	11-12	2.42	1942
<b>McGraw</b>				
	Laboratory Manual for "Chemistry for Our Times"	11-12	1.45	1947
<b>D. Van Nostrand</b>				
	Laboratory Manual for Physics (A Basic Science)			
	Burns et al.	11-12	1.55	1946
<b>World</b>				
	Chemical Calculations. Jaffee	11-12	1.38	1947
	Psychology: Principles and Applications. Engle	11-12	2.32	1945
	Studies and Activities in Biology. Day-Ritchie	10	.97	1942
<b>V. HEALTH</b>				
<b>American</b>				
	Adventures in Growing Up. Brownell et al.	9	1.56	1941
	Health Problems. Brownell et al.	10-12	1.56	1942
<b>Bobbs-Merrill</b>				
	Life and Health. Wilson, Bracken, Almack	10-12	1.83	1945
<b>Harcourt, Brace &amp; Co.</b>				
	Your Health and Safety. Clemensen and LaPorte	10-12	2.07	1946
<b>VIII. MUSIC</b>				
<b>(For song collections, see also the list for elementary schools.)</b>				
<b>American</b>				
	Basic Songs for Male Voices. Bridgman, Acc. Ed.	9-12	2.48	1937
	Repertoire, Songs for Women's Voices, Book I,			
	Singer's Edition. Bridgman	9-12	1.39	1940
	Repertoire, Songs for Women's Voices, Book I,			
	Accompanied Edition	9-12	1.82	1940
	Repertoire, Songs for Women's Voices, Book II,			
	Singer's Edition	9-12	1.39	1940
	Repertoire, Songs for Women's Voices, Book II,			
	Accompanied Edition	9-12	1.82	1940
	Dann's Unison and Part Songs, Book III	9-12	1.13	1936
	Dann's Mixed Chorus, etc., Book IV	9-12	1.56	1936
<b>IX. BUSINESS EDUCATION</b>				
<b>Gregg</b>				
	Retelling, Second Edition. Richert	11-12	1.66	1947
	Applied Secretarial Practice, Second Edition. Gregg	12	1.56	1941
	Fibre to Fabric. Potter	11-12	1.73	1945
<b>Southwestern</b>				
	Shorthand Transcription Studies.			
	Whitmore & Wanous	11-12	1.62	1944

# North Carolina Ranks Twenty-Seventh In Over-All Education Performance

## Based on Iowa Study This State Ties With Michigan

North Carolina's over-all educational performance is given 27th place with Michigan among all the 48 states in a recent study by Professors Raymond M. Hughes and William H. Lancelot of Iowa State College. The results of their survey are printed in a volume entitled "Education—America's Magic," issued by the Iowa College Press.

According to this book the states are listed in the following order: 1. Utah, 2. Kansas, 3. Oregon, 4. Nebraska, 5. Iowa, 6. Washington, 7. California, 8. Idaho, 9. New Hampshire, 10. Colorado, 11. North Dakota, 12. Nevada, 12. Oklahoma, 14. South Dakota, 15. Massachusetts, 16. Montana, 17. New York, 17. Wisconsin, 19. Vermont, 20. Indiana, 21. Minnesota, 22. Wyoming, 23. Ohio, 24. Maine, 25. Texas, 26. Illinois, 27. Michigan, 27. North Carolina, 29. Connecticut, 30. Missouri, 31. Arizona, 32. Pennsylvania, 33. New Mexico, 33. Tennessee, 35. South Carolina, 36. Louisiana, 37. West Virginia, 38. Mississippi, 38. Kentucky, 40. New Jersey, 40. Alabama, 42. Virginia, 43. Arkansas, 44. Rhode Island, 45. Florida, 46. Delaware, 47. Maryland, and 48. Georgia.

Criteria used by Hughes and Lancelot as a basis for these rankings of the states were:

1. Its educational accomplishment, as determined by its average achievement of five arbitrarily chosen, yet apparently attainable, educational goals, viz.—Percentage of youth (1) who finish the eighth grade; (2) who attend high school; (3) who are graduated from high school; (4) who attend college; and (5) who are graduated from college. North Carolina ranked 40th on the average percentage of these five items.

2. Its ability to support education as indicated by its income per child. This State ranked 44th on this item.

3. The degree in which its accomplishment is commensurate with its ability, as determined by comparison of its actual accomplishment with that which normally would be expected in view of its human ability. On the basis of this measurement North Carolina shares 19th place among the states with Indiana, because its actual percentage accomplishment of 48.8 is slightly above its expected percentage accomplishment of 48.1. This simply means that North Carolina on the basis of income per child ability, is accomplishing what it may be expected to accomplish if it does not go beyond that point as 23 states have done.

4. Its educational effort, as indicated

by the percentage of its income devoted to the support of education. North Carolina ranks 10th among the states in this respect, having a percentage of 4.90 of its income devoted to education.

5. Its efficiency in the expenditure of school funds, as found by comparing its accomplishment with that which normally would result from its actual expenditures per child for education. On this factor North Carolina ranks 25th with Minnesota. This item simply means that on the basis of what this State expends per child it is accomplishing about what may be expected.

6. The educational level of that adult population, as determined by the average number of years of school completed by all persons 25 years of age or older. With an average of 6.73 years of schooling completed, this State ranks 42nd among the 48 states on this factor.

It is clear from the above items that North Carolina's 27th place in an over-all educational performance is accounted for in the main by the fact that its effort as related to its ability is above average. (See editorial in this issue for further comment.)

## Get Ready for 1953

More than 112,000 babies were born in North Carolina in 1947 as compared with 85,210 in 1941, an increase of approximately 27,000. In terms of teachers and classrooms this means that in 1953 there will be a need for approximately 900 additional of each. Spread proportionately over the State and approached gradually, this increase in school enrollment in 1953 will not be so great. Birth registrations by the State Board of Health, except for drops in 1944 and 1945, have been on the increase since 1939, when the record showed 78,957. Since that year the figures, all races, were as follows: 1940, 81,615; 1941, 85,210; 1942, 89,854; 1943, 94,568; 1944, 90,629; 1945, 87,401; 1946, 100,087; and 1947, 112,000 (estimated).

## Coronet Instructional Films Makes New Catalog Available

To provide visual educators with a convenient reference for the entire Coronet Film Library, Coronet Instructional Films has just made available a new catalog which includes all of the sixty new Coronet Films released during 1947, as well as titles previously produced by Coronet.

The new Coronet catalog includes a short description of each production, recommended grade levels for which each film is designed, educational collaborator, length, and price. In addition one section of the catalog is devoted to full information on Coronet's arrangements for purchase, lease-purchase, and rental sources of these 16 m.m. sound-motion films.

Copies of this new catalog are available, without cost or obligation, upon request to Coronet Instructional Films, Coronet Building, Chicago 1, Illinois.

## Guidance Service Issues Checklist for Teachers

"Am I acquainted with each of the pupils in each of my classes? Am I constantly recognizing my subject and my teaching in view of what I know about my pupils? Am I using my subject to provide special services to each pupil? Am I attempting to prevent difficulties from developing? Do I use guidance resources that are available?"

These are the five topical questions on a "Guidance Checklist for Classroom Teachers" recently issued by the Occupational Information and Guidance Service of the State Department of Public Instruction. Each of these topics has a number of sub questions to be checked by the teacher on a 0-1-2-3 rating scale meaning none, somewhat, much and very much in an effort to check himself on the degree to which he is accomplishing each objective listed.

According to Dr. J. Henry Highsmith, Director of the Division of Instructional Service, this checklist could be used as the basis for discussion in one or more teachers' meetings. "I believe," Dr. Highsmith said, "that outlines, such as this, will aid tremendously in promoting effective instruction in the public schools of the State."

Principals and others desiring a copy of this checklist should write to Miss Ella Stephens Barrett, Supervisor of Occupational Information and Guidance Service, State Department of Public Instruction, Raleigh.



## Orphanage Youths Are Healthier Than Others

Two out of each 100 youths from five North Carolina orphanages were rejected for military service as compared to 57 per 100 among the average run of citizenry, according to Carl Malmbert, formerly with the United States Public Health Service, in his recent book "140 Million Patients."

An explanation of this difference in health between the two groups has been given by Dr. Clarence Poe, a member of the North Carolina Hospital and Medical Care Commission. Dr. Poe states that children in orphanages are supported by poor people, and therefore they are not coddled. If they are sick or have tooth trouble or eye strain, or are in need of an operation, the remedy is immediately forthcoming and the question of expense does not enter into it, whereas children in schools get a note from the school doctor telling the parents what needs to be done, but there is no follow-up on the advice and hence, in many cases, the advice is disregarded, because the parents do not have the money to obtain the necessary dental, medical or surgical care. Even in cases where the parents are financially able to pay for such care, they do not always see that the children have it.

A point, not made by Dr. Poe, is the fact that orphanage children entering the military service came from a limited age group, whereas the conscription act applied to a broader age group.

## New Hanover High School Reports Activities for 1946-47

An annual report of the activities of the New Hanover High School for 1946-47 has been issued by the faculty. The 67-page duplicated report is entitled, "Working With Youth for Better Citizenship and Service," which is its theme. It is divided into eleven sections, beginning with a two-part section "New Demands Upon Secondary Schools for the Development of the Community, National and World Citizenship and Service" and "The Supervisor Works With Teachers and Student Leaders for the Richer Growth of Youth in Citizenship and Service" to "Our Hopes for the Future Toward Providing Better Educational and Citizenship Service for Youth."

## North Carolina Ranks 35th Among States In Average Paid Instructional Personnel

■ North Carolina ranks 35th among the states in average salary paid in 1945-46 to classroom teachers, principals and other instructional personnel in elementary and secondary schools.

Average salary paid in this State to these school employees was \$1,602, whereas the average for the nation was \$2,000. Based on an average increase of 30 per cent, today's average annual salary of the instructional personnel is \$2,082.

The following table shows how all the states rank on this factor:

Rank	State	Average Salary	Rank	State	Average Salary
1	New York	\$2,946	25	Florida	\$1,719
2	California	2,875	26	Vermont	1,692
3	District of Columbia	2,637	27	Montana*	1,680
4	New Jersey	2,561	28	West Virginia	1,676
5	Washington	2,555	29	Idaho	1,672
6	Connecticut	2,393	30	Kansas	1,666
7	Massachusetts	2,370	31	Wyoming	1,654
8	Michigan	2,337	32	Virginia*	1,640
9	Illinois	2,280	33	Texas	1,626
10	Maryland	2,262	34	Missouri*	1,620
11	Delaware	2,202	35	North Carolina	1,602
12	Arizona	2,167	36	Iowa*	1,580
13	Ohio	2,165	37	Louisiana	1,537
14	Oregon	2,164	38	New Hampshire	1,530
15	Indiana	2,143	38	South Dakota	1,530
16	Pennsylvania	2,124	40	Nebraska	1,514
17	Rhode Island	2,068	41	Maine*	1,495
18	Utah	2,016	42	North Dakota	1,469
National average(e)...		\$2,000	43	Kentucky	1,295
19	Nevada	1,992	44	Tennessee	1,287
20	New Mexico	1,970	45	Alabama	1,276
21	Wisconsin*	1,970	46	South Carolina	1,152
22	Minnesota	1,878	47	Georgia	1,081
23	Colorado*	1,815	48	Arkansas	1,068
24	Oklahoma	1,796	49	Mississippi	856

Source: Preliminary figures from U. S. Office of Education.  
(e) Close estimate. (\*) Estimated by the N.E.A. Research Division.



## Income From Vocational Projects Nearly Doubles

Income from farm projects carried on by the 16,528 students taking vocational agriculture during 1946-47 amounted to \$2,996,281.98, it was recently stated by Roy H. Thomas, State Supervisor of Vocational Agriculture, State Department of Public Instruction.

Each boy studying vocational agriculture, according to Mr. Thomas, has a home practical work-project, which he carries on in connection with his school work and on which he keeps a record. Year before last, the financial returns from this type of work amounted to \$1,635,763.33.

April 48

## United States Office of Education Recommends Strengthening Education

Recommendations for achieving a stronger Nation through strengthening American education preface the 1947 Annual Report of the United States Office of Education, transmitted to the President and Congress Friday, March 5, by Federal Security Administrator, Oscar R. Ewing.

Covering the fiscal year ending June 30, 1947, the Report was prepared under the direction of John W. Studebaker, U. S. Commissioner of Education, Federal Security Agency.

The Report emphasizes that "to strengthen education is to contribute mightily to a healthy economy, improved mental and physical health, an understanding of democracy, and a greater sense of personal responsibility for its success." Achievement of "a high level of general education throughout the country with advanced schooling the privilege of all who can qualify for it through their own merit," as recommended by the President's Commission, will "assure an electorate competent to keep democracy, vibrant and alive to expanding social and economic needs."

The Report continues: "The achievement, in the interest of the national security of a strengthened educational program throughout the country cannot be solely the responsibility of the several individual states. A national objective implies a national responsibility for leadership and assistance."

The Report submits that the discharge of national responsibility for leadership and assistance in education will require Congressional action on three fronts: (1) general federal aid to education; (2) scholarships; and (3) a well-staffed U. S. Office of Education to enable it to discharge its essential statutory functions in behalf of schools and colleges voluntarily seeking assistance from the Office of Education.

### School Officials Attend Atlantic City Convention

State education officials were represented at the annual convention of the American Association of School Administrators held the last week in February at Atlantic City by the following persons:

State Superintendent Clyde A. Erwin; Controller Paul A. Reid, C. D. Douglas and A. C. Davis from the Division of Auditing and Accounting; C. C. Brown, Director of Transportation; C. W. Blanchard, Director of Operation of Plant; Dr. J. E. Hillman, Director of Professional Service; and Dr. J. Henry Highsmith and A. B. Combs from the Division of Instructional Service.

### University Credit Through Travel

N.E.A. Travel Service and the School of Education of Indiana University are co-operating in offering to the teachers of the nation a plan of travel with university credit. Travelers who are eligible to admission to a college or university may arrange to comply with specific additional requirements and receive university credit in proportion to the time devoted to an approved tour. For additional information on travel for university credit write to Dean W. W. Wright, School of Education, Indiana University, Bloomington, Indiana.

### Summer Travel Opportunities For Teachers Scheduled For 1948

Opportunities for teachers to improve themselves through travel and study are scheduled for the coming summer, a round-up by *Scholastic Teacher* magazine discloses.

Nineteen foreign countries announce the opening of 75 summer schools to American teachers. Most of these institutions will offer special survey courses on history and culture of the country.

Numerous special workshops and institutes appear in the annual roster of opportunities in 476 U. S. summer schools reported the March issue of *Scholastic Teacher*.

Acceptance of travel as credit toward professional improvement and salary increases has been adopted by 25 U. S. school systems. This movement is growing, predicts Dr. Frank W. Hubbard, director, Research Division, National Education Association, in his summary on "Travel Pays in Dollars."

Congressional approval is expected for summer use of three wartime transports to carry 6,000 teacher and student groups abroad. Many of these groups will be work-service parties to aid in European rehabilitation.

U. S. and foreign governments and the tourist industry will give special preference to teachers because of the

### Educators Establish Service On Professional Books

A new service has been established to aid superintendents, principals and teachers to obtain and use the most meaningful and significant current educational books.

The group of educators making the quarterly selections for Professional Books, Inc., Minneapolis 14, Minnesota, are Dr. Francis L. Bacon, Superintendent, Evanston Township Schools, Evanston, Illinois; Dr. William G. Carr, Associate Secretary, National Education Association, Washington, D. C.; Dr. John S. Carroll, Superintendent of Schools, San Diego County, San Diego, California; and Dr. Claude A. Eggertsen, Secretary of Board, Assistant Professor of Education, University of Michigan, Ann Arbor, Michigan. For each selection, a manual is prepared by one or more competent educators, which provides a critical review of the book, a suggested discussion outline for meetings of teachers and other groups, attitude scales and an annotated list of related materials.

Dr. Boyd H. Bode, Ohio State University; Dr. Harold Benjamin, University of Maryland; Dr. W. C. Trow, University of Michigan; and Dr. W. C. Morse, University of Michigan, have prepared portions of the guides accompanying the first quarterly selection.

Professional Books, Inc., has chosen for its first selections *Education for What is Real*, by Earl C. Kelly, and *I Want to Be Like Stalin*, as translated by George S. Counts and Nucia P. Lodge.

### Lunch Program Adds Third Area Office

A third area office of the School Lunch Program has been set up in Winston-Salem at the R. J. Reynolds High School to serve those in that area having lunch programs. It was announced recently by Mrs. Anne W. Maley, State Supervisor of the School Lunch Program, State Department of Public Instruction. This office is in charge of Mrs. Elizabeth Silver, Assistant Supervisor. She is being assisted by Martha Barnett.

In addition to the State office, area offices are now maintained in Asheville and Greenville. The two new supervisors, Mrs. Maley stated, will enable us to render a much better service to the schools.

value of travel experience in education.

# THE ATTORNEY GENERAL RULES

## Questions Relating to Holding Supplemental School Elections Answered

You inquire as to the procedure for holding supplemental school elections and inquire as to the questions herein-after set out. I assume that you have reference to local supplemental elections as authorized in Section 115-361 of the General Statutes:

(1) Is it mandatory upon the Board of County Commissioners to call an election when requested to do so by the County Board of Education?

Section 115-361 of the General Statutes seems to indicate that the action must be approved by both the Board of County Commissioners and the Board of Education since it reads in part:

"The county board of education in any county administrative unit . . . with the approval of the tax levying authority in said county . . . and the state board of education, in order to operate schools of a higher standard than that provided by state support in said administrative units . . . may supplement the funds from state or county allotments . . ."

The section proceeds to provide that before a tax can be levied the question must be submitted to a vote of the people.

(2) Must the calling of such an election originate by filing with the Board of Education a petition signed by a specific number of voters?

I find nothing in this section which indicates that a petition must be filed. It appears that action may originate with the County Board of Education. That Articles 22, 23 and 24 of Chapter 115 were re-enacted in the General Statutes only to the extent of providing the machinery for holding of such elections in those respects in which the machinery is not provided in G. S. 115-361.

(3) May a supplemental election be held on a day other than Tuesday? While Section 115-188 says that:

"Except as otherwise provided in this article such election shall be held in accordance with the law governing general elections."

Section 115-187, which is a part of Article 22, says in part:

"and it shall be the duty of the Board of County Commissioners or said governing body to call an election and fix the date for the same."

It is, therefore, my opinion that it is within the discretion of the governing body of your county to fix the date

## Chairman of Committee Not Liable in Signing Pay Roll

You discussed with me this morning the question of the financial liability of the chairman of a school committee who signs the monthly pay roll for his district in the event there is some defalcation on the part of the principal who prepares the pay roll report.

I do not find any statutory requirement for the chairman of a school committee to sign a pay roll report for his district, but I do understand that the State Board of Education has promulgated a regulation which requires the chairmen of school committees to sign such reports.

In the absence of any collusion, acquiescence in, or knowledge on the part of the chairman of a false report prepared by the principal of the school and signed by the chairman, I am of the opinion that the chairman of the committee would not be financially liable for any discrepancy which may later appear in the report.

Of course, as you know, each case would have to stand on its own bottom and the circumstances could be such as would make the chairman equally liable with the principal who prepares the report and causes the same to be signed by the chairman.—2 January, 1948.

upon which such an election is to be held. But if there is no prevailing reason why it should not be done, it seems to me that it would be best to hold the election on Tuesday so as to remove any possible doubt which might arise in some interested person's mind.

(4) May the Board of County Commissioners designate one voting place for the voters of one or more parts of one or more precincts in which they may vote?

Section 115-188 authorizes that Board of County Commissioners to

"designate the polling place or places, appoint the registrars and judges, and canvass and judicially determine the results of said election when the returns have been filed with them by the officers holding the election. . . ."

I think that this section is broad enough to permit the County Board of Commissioners to designate one polling place in which the residents of all the territories, embraced in the school district, may register and vote.—3 February, 1948.

## Board May Permit Use of Ball Park by Professional Team

I acknowledge receipt of your letter of January 29 in which you enclose a letter from Supt. . . . , of the . . . County Schools. He inquires as to whether or not the Board of Education of . . . County may permit the local semi-professional baseball team to use the school baseball park in consideration of the ball team making certain improvements thereto, including fencing the park. I further understand that the use of the park by the baseball team would not interfere with any school activities.

While I know of no statutory authority for the board of education to lease school property to an outside organization, I am inclined to the opinion that the board of education could enter into an agreement with the local baseball team permitting it to use the baseball park in consideration of improvement being made thereto and with the distinct understanding that no use of the park could be had when it in any way interfered with any school activities and with the further understanding that the county board of education could cancel the agreement at any time upon notice.

Superintendent . . . further inquires as to the Sunday laws applicable to playing baseball on the Sabbath. The applicable statute is G. S. 103-1 which reads as follows:

"On the Lord's day, commonly called Sunday, no tradesman, artificer, planter, laborer, or other person shall, upon land or water, do or exercise any labor, business or work, of his ordinary calling, works of necessity and charity alone excepted, nor employ himself in hunting, fishing, fowling, nor use any game, sport or play, upon pain that every person so offending, being of the age of 14 years and upwards, shall forfeit and pay one dollar."

I suggest that Superintendent . . . discuss this question with his county attorney as there may be some public local act applicable to . . . County with which I am not acquainted.—10 February, 1948.



## LOOKING BACK

### 5 Years Ago

(North Carolina Public School Bulletin, April, 1943)

The Cardinal is now the official State Bird of North Carolina in accordance with an act ratified March 8th by the General Assembly.

More than 1,600 Rural War Production Training Courses, with an enrollment exceeding 20,000 persons, have been organized in the rural schools of North Carolina since October 1st to help farmers and farm women meet the war demands for more food.

In compliance with the Constitutional Amendment voted in the November election providing for a new State Board of Education to assume office April 1, 1943, Governor J. M. Broughton appointed the following 12 persons to serve as members of the newly created Board from the State's 12 congressional districts in accordance with the provisions of the amendment: 1. William C. Dawson, Elizabeth City; 2. Alonza C. Edwards, Hookerton; 3. Archibald M. Graham, Clinton; 4. Dr. L. M. Massey, Zebulon; 5. Sanford Martin, Winston-Salem; 6. Henry Divre, Durham; 7. Horace E. Stacy, Lumberton; 8. Ryan McBryde, Raeford; 9. Harry E. Isenhour, Salisbury; 10. Julian S. Miller, Charlotte; 11. Carl A. Rudisill, Cherryville; 12. Mrs. E. L. McKee, Sylva. These persons plus the three ex officio members, Lieut. Governor R. L. Harris, State Treasurer Chas. M. Johnson, and State Superintendent of Public Instruction Clyde A. Erwin, who is secretary, makes a 15 member Board.

### 10 Years Ago

(North Carolina Public School Bulletin, April, 1933)

The North Carolina Adult Education Council held its first meeting on March 15th in the Senate room of the Capitol.

In compliance with Resolution No. 41 passed by the 1937 General Assembly the Governor has appointed a five-member Commission "to make a complete study of the question of providing a retirement system for the teachers in the public schools and educational institutions of the State."

Lincolnton is to vote a 20-cent levy in the near future for the extension of the school term. We hope this election carries, for the children's sake.



### Two Lessons

(Learned by T. V. Smith from his "educational adventuring" abroad.)

#### 1. THE POVERTY OF POWER

We, as conquerors, cannot go forth with six-shooters on our hips and compel conquered people to accept our way of life. There is not enough power on earth to force our cultural way through dominance on others.

#### 2. THE POWER OF POVERTY

Humility of spirit, reciprocity of ideas and defense to the integrity of other cultures is our long-run strength in dealing with other peoples. "The power of poverty, the influence of the modest but firm spirit, is our best reliance."

## Department to Issue Certificate of Equivalency

The Department of Public Instruction will issue a State Certificate of Equivalency on the basis of General Educational Development tests, it is announced by Dr. J. Henry Highsmith, Director of the Division of Instructional Service. This certificate will be equivalent to the high school diploma, which high schools may now issue on the basis of G.E.D. tests and regardless of prior high school attendance. The equivalency certificate, which the Department will issue, will be issued only to persons at least 20 years of age who are residents of North Carolina and who give evidence of possessing traits characteristic of a good citizen. Both veterans and non-veterans are eligible for this certificate, whereas only veterans may be granted the high school diploma.

Correspondence relative to the question should be directed to J. Henry Highsmith, Director Division of Instructional Service, State Department of Public Instruction, Raleigh, N. C.

## MAKING TODAY'S NEWS

Harnett. C. Reid Ross of Lillington, president of North Carolina's school superintendents, warned today (Feb. 13) that the State may expect to lose "more of our better qualified teachers" next year to neighboring states that have already increased salaries. — Raleigh News and Observer.

Caswell. On being questioned concerning his view on a special session of the General Assembly, Rep. Jno. O. Gunn of Caswell County issued a statement in which he said, "I think a special session should be called." — Yanceyville Messenger.

Chowan. Sixth graders in Chowan County this week (Feb. 19) are receiving attractive book covers, which are being distributed for the Division of Forestry and Parks by Frank V. White, Chowan County Forest Warden. — Edenton Herald.

Greensboro. Nearly 100 per cent of the teachers and principals in Greensboro public schools have had four years or more of college training compared with an average of only 51.6 per cent for schools in 186 of the leading cities in the United States, B. L. Smith, Greensboro superintendent, said today (Feb. 21). — Greensboro Record.

Alamance. M. E. Yount, superintendent of Alamance County Schools, and Hal Farrell, Chairman of the County School Board, meeting with Graham Kiwanians last night (Feb. 16) discussed at length the school bond issue which has been approved by the County Board of Commissioners and pointed out the great need for improvement in the present school system. — Burlington Times-News.

Newton-Conover. An automobile driver training course has been inaugurated at the Newton-Conover High School, with thirty-two students enrolled, and many more asking for admittance, R. N. Gurley, superintendent, said today (Feb. 20). — Newton News-Enterprise.

Dare. J. Everett Miller, associate director of instructional service from the State Department of Public Instruction in Raleigh, was in Manteo Friday and Saturday (Feb. 20-21) visiting the Manteo School and conducting a general conference of county teachers. — Elizabeth City Advance.

# NORTH CAROLINA PUBLIC SCHOOL

Published Monthly by the State Department of Public Instruction

# Bulletin

MAY, 1948

RALEIGH, NORTH CAROLINA

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## High School Seniors Win Pepsi-Cola Scholarships

Four North Carolina high school seniors—Nathaniel Shelley Beard, of Greenville, John Victor Hunter III, of Winston-Salem, and Josephine Brown Cooper and George Wesley Paulson, both of Raleigh—recently received word that they had been awarded scholarships in the fourth annual Pepsi-Cola scholarship contest.

Greenville's winner, Shelley Beard will graduate from Greenville High School in May. The second winner, George Paulson is a student of the Needham Broughton School, Raleigh. These winners will be sent to college on Pepsi-Cola Four-Year College Scholarships which pay full tuition, traveling expenses, and a monthly allowance for four years.

The two other winners will receive Honorary Scholarships which are awarded to contestants who qualify for the Four-Year College Scholarships but do not have financial need. Josephine Cooper of Memphis, Tennessee, is a student of St. Mary's School in Raleigh. She was the highest-scoring contestant in North Carolina. The Second Honorary Scholarship winner, John Hunter, is a student of Richard J. Reynolds High School, Winston-Salem. He was the second-highest scoring North Carolina participant.

Announcement of these awards was made by John M. Stalnaker, director of the Pepsi-Cola Scholarship Board, who stated that the winners were chosen from among 1,841 North Carolina candidates representing 260 public, private, and parochial schools. A total of 46,112 students from 10,629 high schools in the United States, Alaska, Hawaii, and Puerto Rico entered the competition, Stalnaker said.

Seniors who won the Four-Year College Scholarships will have their full tuition and other required fees paid for four years at any accredited college they wish to attend. In addition, they will receive a \$25-a-month allowance for four school years and traveling expenses at the rate of three cents a mile for one round trip between home and college each year. They may select any course of study which leads to an A.B. or a B.S. degree and they need only remain in good standing in their colleges to maintain their scholarships, Stalnaker said.

The 575 runners-up for the Four-Year College Scholarships were given College

Entrance Awards. Approximately ten of these were granted in every state and five in each of the territories. College Entrance Award winners will receive \$50 to help defray initial college expenses if they register at an accredited academic college for the 1948-49 term.

Eight College Entrance Awards were granted this year to high school students in North Carolina. Stalnaker said. They were won by Jo Anne Brown, Concord High School; Mary Campbell Idol, Pleasant Garden High School, Pleasant Garden; Rolp Kaufman, Waynesville High School, Waynesville; Duncan Morse Nelson, Durham High School, Durham; Robert Smithwick Pool, Smithfield High School, Smithfield; Lucy Bernhardt Foard, Salem Academy, Winston-Salem; and Mary Elizabeth Harris and Robert Clarence Hudson, both of Richard J. Reynolds High School, also in Winston-Salem.

Again this year, an additional scholarship winner was selected from among the 195 Negro boys and girls representing 74 schools of the North Carolina colored school system. The winner is Rena Ercelle Merritt, a senior at Garland Colored High School, where she is president of the 4-H and the Choral Clubs.

In addition, four other students from the North Carolina colored schools received College Entrance Awards. They are Martha J. Scotton and Corina Headen, both of the Chatham County Training School, Siler City; Clara M. McCain, George W. Carver High School, Kannapolis; and Ruth Neal, Clear Creek High School, Charlotte.

## Dr. Rose Re-elected

Dr. David J. Rose, Goldsboro, N. C., has been re-elected as president of the National Council of State School Boards Associations.

## Supt. Erwin Advocates Five-point Program

A five-point legislative program, including a \$2,400 minimum salary for teachers, a reduction in teacher load, a \$25,000,000 State appropriation for school buildings, the payment of teachers over a 10-month period, and a longer term for local superintendents, was advocated by State Superintendent of Public Instruction Clyde A. Erwin before the superintendents group which met at Asheville, April 15 at the annual session of the North Carolina Education Association.

In his advocacy of this program, Superintendent Erwin pointed out that 100,000 children are now being taught by 3,000 teachers holding non-standard certificates. "The time has come," he said, "when we can't ignore the need for a \$2,400 minimum." Citing the need for State aid for school buildings, he said that "The school building situation in this State is a disgrace." In order to provide better instruction he stated that the teaching load should be reduced from 34 to 30 pupils per teacher.

## Health Scholarships Available

Scholarships in Health Education are available to North Carolina teachers for one year's study at the Public Health School of the University of North Carolina, Chapel Hill. These scholarships pay a stipend of from \$100 to \$125 per month. Further information may be secured from Helen Martikainen, State Board of Health or Charles E. Spencer, School-Health Coordinating Service, Raleigh.

## IN THIS ISSUE

High School Seniors Win Pepsi-Cola Scholarships.....	1
Superintendent Erwin Says.....	2
Tests Show Increase in Effectiveness of Instruction in Public Schools.....	4
Creed for Board Members.....	5
People Vote Supplementary Taxes for Schools.....	6

# NORTH CAROLINA PUBLIC SCHOOL BULLETIN



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CLYDE A. ERWIN, *State Superintendent of Public Instruction*  
L. H. JOBE, *Director, Division of Publications, Editor*



MAY  
1948

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All material herein is released to the press upon receipt.

## Superintendent Erwin Says . . .

During recent weeks I have had the opportunity of reviewing the plans and specifications of a number of new school buildings which are to be erected in the immediate future. The most striking thing about all these plans is the apparent lack of attention to the functional use of the plant. I simply want to caution superintendents to study carefully all plans for new schoolhouses from this standpoint.

We must look at today's school plant not only from the outside, but from the point of view of the many uses to which every part of the building is to be put and the relation of these several parts to each other. Special rooms for various purposes—primary rooms, shops, laboratories, libraries, visual-aid room, gymnasium, etc.—should be provided where present or immediate needs seem to demand them. In order to give proper instruction in the various science courses, adequate laboratory facilities must be provided. Likewise, special equipment and rooms are necessary for shop work, typing classes and libraries. Then, too, attention should be given to fire protection—exits, stairways, etc.

Unless attention is given to these things before the building is erected, it will be very difficult and unsatisfactory to make adequate provision for them later. I should like to urge each person having any part in the planning of new school plants to study the plans very carefully to the end that the maximum utilization of the building may be had and that a greater educational opportunity may be offered to the boys and girls of the community to be served. The criticisms and suggestions of the teachers who are to use the facilities are often quite helpful.



## POOR CONDITIONS

THE ..... school is one of the best examples of neglect and indifference on the part of school officials that you may find in the county.

"The auditorium is so dark that it is virtually impossible to read a newspaper inside the place. . . .

"Walls of the hallways are soiled and poorly cared for. . . .

"Lights in the rooms are small bulbs extended from cords from the ceiling and on dark days visibility within the rooms must be poor. . . .

"In the rooms in the basement adjoining the cafeteria unused furniture, some of it broken, and other junk were piled in disarray, giving the cafeteria the appearance of untidiness. . . .

"The school coal supply was piled on the ground back of the school building and was scattered over a wide area which meant that much of the coal was wasted. . . .

"The office of ....., the principal of the school, consists of a desk located in what appears to be a store-room. . . ." etc.

The above quotations are taken from a recent issue of a North Carolina weekly newspaper. They describe conditions in a school in one of the State's biggest and richest counties.

The article continues by saying, "Many of the county schools in ..... county are in poor conditions and large sums of money doubtless will be needed to put them into anything approaching good condition. . . . However, with a little care ..... (school described) could be made into an attractive school."

In a recent number of the BULLETIN, State Superintendent Erwin described the transformation that had taken place at a school in one of the counties in eastern North Carolina. He pointed out that the cost for making the various improvements was not so great. He recommended that these unsatisfactory conditions existing all over the State be remedied.

It will soon be time for budget making. It is the duty of the head of each school to make a list of the needs of his school and submit it to the superintendent. A copy of the list should also be filed with the Parent-Teacher Association. Then, the patrons of the school and community should all work together to improve the present poor conditions that exist. This improvement should be made before school opens for the 1948-49 term. As Superintendent Erwin says and as the article above quoted states, where physical plants deteriorate and give the appearance of neglect and indifference, this feeling is communicated to both the teachers and the pupils. A much better educational job can be done in surroundings conducive to learning. Let's make the summer of 1948 a "period of school plant improvement" in order that our children will be better educated.

## FEDERAL AID

THE Senate has passed S472, the bill which provides for Federal aid to the states for the public schools. Whether Federal aid shall be an accomplished fact now depends upon action by the House. The bill in that body corresponding to S472 is HR2953. If this bill has not been acted upon by the time this is read, then those persons believing in the merits of Federal aid should communicate immediately with members of committees requesting that early and favorable consideration be given to this bill. Representative Barden is on the Committee on Education and Labor and Representative Clark is on the Rules Committee. All our Representatives will have an opportunity to vote on the bill when it comes to the floor of the House for debate and vote.

Now is the time to put forth our greatest efforts to make Federal aid an accomplished fact and to improve the educational opportunity for North Carolina boys and girls! Congress has just appropriated billions of dollars to help defend the world against ideas alien to democracy; why can't we devote a few million dollars to strengthen our nation against these same ideas by the proper education of our children?

## VOLUME XII

With this number we complete Volume XII of this publication. We have tried with this volume to improve on our efforts in the past in this respect. We hope we have succeeded and that with the information that we have presented some little contribution to public education has been made. So "so long everybody" until next fall, when we hope to be with you again with the new school year. In the meantime, we shall keep ourselves busy at other tasks.

## Ballots

The North Carolina Education Association believes that its members will support by their ballots only those candidates who will courageously pledge themselves to put an end to our present crisis in education, a crisis allowed to develop when we have been amply able to prevent it.

That the schools should want in a time of great plenty, that our State should fence in its surplus and fence out its servants, that we should cheat children and chase dollars—these are bitter admissions for a people to make.

Teacher morale is low; replacements are inadequate; more unqualified people will teach. Our children will suffer. Yes, apostles of greed, disciples of ultra-conservatism, and Silas Marner hoarders should be chased from their counting houses! —Editorial, N.C.E.A. Bulletin, April, 1948.

# Tests Show Increase in Effectiveness Of Instruction In Public Schools

■ Tests administered to 60,223 fifth grade children last year show that "the public school systems in North Carolina appear to be increasing the effectiveness of their instruction." This is the conclusion reached by the Division of Research and Test Service, World Book Co., which prepared an analysis of the 1946-47 Testing Program for the State Department of Public Instruction.

Tests were given in six separate areas—paragraph meaning, word meaning, language usage, arithmetic reasoning, arithmetic computation, and spelling—at the end of the fourth month to 60,223 fifth grade pupils (44,812 white and 15,411 Negro) and to 44,632 eighth grade pupils (34,878 white and 9,754 Negro).

Average gain made by fifth grade white children in all units for all subjects over scores of fourth grade children the year before was 1.0. Greatest gain was in arithmetic computation, 1.4. In arithmetic reasoning the gain was second highest, an average of 1.2. Least gain was made in language usage, .8 of a year. In each of the remaining areas, paragraph meaning, word meaning and spelling, the average gain was .9 of a year.

Among Negro pupils the gains from grade 4 to grade 5 average .5 of a year, the greatest gains occurring in arithmetic computation and spelling. Least gain occurred in the two reading tests.

On the average eighth grade pupils in 1946-47, both white and Negro, were about equal to eighth graders in 1945-46. "However," the analysis shows, "this year's white eighth-grade pupils are definitely lower than last year's in the two reading tests." Negro eighth grade pupils in 1946-47 were much lower than those in 1945-46 in the arithmetic reasoning test.

A summary of the conclusions is as follows:

## A. White Pupils

1. The public school systems in North Carolina appear to be increasing the effectiveness of their instruction.

2. The average performance in the eighth-grade classes very closely approaches the average performance in the country as a whole.

3. For two years in succession the average scores in the eighth-grade classes have been lower in Spelling and Word Meaning than in the other tests.

4. This year's eighth grade reached approximately the same achievement level as that which was reached by last year's eighth grade.

5. Both the fifth and eighth-grade students made their highest averages on the Arithmetic Reasoning and the Arithmetic Computation tests.

6. For the fifth-grade pupils the average score was lowest in the Word Meaning test. In last year's fourth

grade, which was composed of essentially the same pupils, the Word Meaning average was also the lowest.

7. Although the grade equivalent corresponding to the average score was approximately 1.1 school years higher for this year's fifth grade than for last year's fourth grade, the fifth grade average is still significantly below that of the typical fifth-grade student in the United States as a whole.

8. The average grade equivalent of this year's fifth grade was approximately one and one-third school years higher than that of last year's fourth grade. The smallest improvement was in Language Usage (8/10th of a school year).

9. The tendency which was observed in last year's testing program for scores to be slightly higher in urban schools than in the rural schools, was also found this year. However, the difference is even less this year than it was last year.

## B. Colored Pupils

1. As in the past, the colored children's achievement is markedly inferior to that of the white children and is relatively poorer at the eighth-grade level than at the fifth-grade level.

2. The average level of achievement of this year's fifth grade pupils is approximately a half year higher than that of last year's fourth-grade pupils.

3. In this year's fifth grade, as in last year's fourth grade, Spelling was the subject in which achievement was best.

4. This year's eighth grade, like last year's, is lowest in Paragraph Meaning and in Arithmetic Computation.

## C. All Pupils

1. There are marked variations among the administrative units in their average level of achievement.

2. The rank order of administrative units varies significantly from year to year. This variation is much more pronounced for the colored pupils than for the white pupils.

## Administrators Select Public Relations for 1950 Yearbook

The Executive Committee of the American Association of School Administrators, meeting in Atlantic City in February, selected the field of public relations for the 1950 Yearbook. The commission to prepare this Yearbook will be appointed in the near future.

## Office of Education Issues Schoolroom Lighting Question

More light in the school classroom doesn't necessarily mean better sight for school children according to "Lighting Schoolrooms," a 17-page pamphlet released recently by the Federal Security Agency's Office of Education. Although more light is required in many classrooms, the provision of good seeing conditions is as much a matter of reducing glare and of eliminating sharp contrasts as it is of increasing the intensity of lighting, the pamphlet reports.

Brightness differences can be reduced by shielding the lamps, seating pupils so that they will not face windows, repainting walls and ceiling with pastel tints, and using lighter colored furniture and chalk boards, according to Dr. Ray L. Hamon, Chief of School Housing for the Office of Education, who prepared the pamphlet.

Intended as a nontechnical guide for architects, school planners, and educational administrators, "Lighting Schoolrooms" furnishes recommendations suitable for remodeling as well as for new school construction. In addition to the problem of "brightness balance" the pamphlet briefly considers the type and location of windows and methods of artificial illumination.

Copies of the Office of Education pamphlet, No. 104 "Lighting Schoolrooms" are available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., price 10 cents a copy.

## Superintendent Sams To Retire

E. E. Sams, Superintendent of Lenoir County for the past 28 years, recently announced his retirement effective at the close of his current two-year term of office in April 1949. Mr. Sams became Superintendent of Lenoir County in November 1920 and has served continuously since that time.

Prior to becoming superintendent of Lenoir, Mr. Sams was connected with the Winston-Salem schools. For a number of years, from 1910 to 1918, he was a member of the staff of the State Department of Public Instruction, as Chief Clerk, Supervisor of Teacher Training and as Secretary of the State Board of Examiners.

Under Sam's leadership the number of white schools in Lenoir County were consolidated into seven. Plans are underway to consolidate the 31 Negro schools into three or more large schools.

## Brown Asks Co-operation in Repairing Bus Routes

Letters were recently sent to county superintendents of schools and district engineers of the State Highway and Public Works Commission by C. C. Brown, Director of the Division of Transportation, State Board of Education, requesting their co-operation in the repair of county roads which are used as school bus routes.

Superintendents were requested by Mr. Brown to furnish a map of their respective counties showing the bus routes and indicating those that are in the worst condition. Engineers were asked to study these maps and make all necessary repairs on the roads before the beginning of the next school year.

"School transportation in North Carolina is a big business," Mr. Brown said; "its services are extensive. Practically every nook and corner of the State must be covered if the State meets its obligation to the rural school children of the State. Over 5,200 school buses are in operation today, transporting approximately 345,000 children to the public schools of the State. Needless to say, the condition of rural dirt roads has a direct bearing upon the success or failure of this huge undertaking."

## Teaching As a Career

A recent bulletin of 48 pages, issued by U. S. Office of Education, is entitled *Teaching as a Career*. It was prepared by Benjamin W. Frazier, specialist for teacher education.

It is published in the hope that it will be of service to young people who need information about the choice of a career. The author declares teaching is by far the largest, in number of persons engaged in it, of the various professions. In 1943-44, the total number of teachers, supervisors, and administrative officers in professional education in the United States, was 1,130,076. This is nearly  $2\frac{1}{2}$  times the total number of physicians, lawyers, and clergymen combined. Nearly one-third of all professional and semi-professional workers are teachers and school officers. In normal times the profession requires from 80,000 to 110,000 new recruits annually.

There is an extensive section on working and living conditions of teachers.

For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.; price 15c.

## Creed for Board Members

The following creed was issued by the Division of Research, Department of Government, University of New Mexico:

I will recognize that authority rests with the board in legal session—not in individual members of the board.

I will recognize that school business may be legally transacted only in open meeting legally called.

I will discourage the use of standing committees and insist that all members of the board participate fully in board action.

I will make no promises, take no actions, outside of board meetings, which tend to embarrass or compromise the board.

I will express my honest and most thoughtful opinions frankly in board meetings in the effort to have all decisions made for the best interests of the children and the schools. I will, however, accept and fully support all board decisions, once they are made, so long as I remain a member of the board.

I will not discuss the confidential business of the board in my home, on the street, or in my office—the place for such discussions being the school board meeting.

I will see that the superintendent actually has power commensurate with his responsibility and will not in any way interfere with or seek to undermine his authority.

I will demand that the superintendent keep the board properly informed on school matters at all times through oral and written reports.

I will help to form board policies and plans only after considering the recommendations of the superintendent and his reasons for

making such recommendations.

I will represent the entire district rather than individual electors or patrons.

I will regard my position as one of trust and responsibility to be used for the welfare of the schools and the community.

I will endeavor to keep informed on all educational developments of significance, both local and state.

I will not use the schools or any part of the school program for my own personal advantage or for the advantage of my friends or supporters.

I will not regard the schools as my own private property but as the property of the people.

I will not find fault with, or criticize to the public, other board members or school officials for decisions properly and conscientiously made but concerning which there may be an honest difference of opinion.

I will not help to elect a superintendent, principal, or teacher who is already under contract in another school.

I will not vote for the election of any principal or teacher who has not been nominated by the superintendent.

I will consider merit only in the election of any person connected with the school system.

I will hold confidential all matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the schools.

I will not expect of the principal or teachers any privilege or favor for my children or the children of my friends or employees which would not be granted under the same circumstances to other patrons of the school.

## Schools Celebrate Music Week

Music Week was observed in the public schools throughout the State on May 2-9. On this occasion musical programs were arranged, including both singing and instrumental music. Emphasis was placed upon the importance of the finest and best in music, with a maximum of pupils participating. The keynote of this year's celebration was "Foster American Music." This year marked the 25th Anniversary of the observance of Music Week on a nationwide basis.

## High School Students Debate Labor Question

Students enrolled in the high schools of the State debated last month the question: "Resolved, That the Federal Government should require arbitration of labor disputes in all basic American industries." Preliminary contests were held on April 2, followed by district contests during the week April 12-16. The final contest, for the Aycock Memorial Cup, was held at Chapel Hill on April 29-30.



# People Vote Supplementary Taxes

■ Supplementary taxes for schools have been voted by the people in five county units, 58 city units and 29 districts within county units, a recent survey by Paul A. Reid, Controller of the State Board of Education, shows. These elections have all been held since the General Assembly of 1933 abolished all local taxes, but provided for a revoting in county and city units. At a subsequent session of the General Assembly authority was granted to districts having a school population of 1,000 or more to vote on special taxes for schools.

The average rate voted, according to Mr. Reid's study, is now 21 cents, whereas two years ago it was 19.5 cents. The average rate levied, however, is now 19 cents as compared with 16.8 cents two years ago. Most of the funds realized from these taxes are used to employ extra teachers, to supplement salaries of teachers, and to supplement other items in the school budget.

"Of the 838,111 children enrolled during the current school term, 271,548, or 32.4 per cent, are in schools which have the added advantages made possible by supplementary school taxes," Mr. Reid stated. "These special supplementary school taxes levied by the 63 administrative units and 29 districts produce approximately \$3,600,000 of additional current expense revenue."

Mr. Reid also stated that twenty additional county and city administrative units contemplate special supplementary school tax elections within the next twelve months and that four additional districts within county units contemplate such action.

The accompanying table gives the names of the units and districts that have voted taxes, the year voted, the rate voted, and the rate levied in 1947-48.

County Units:	Year	Rate Voted	Levied
Cabarrus	1945	.10	.10
Forsyth	1946	.10	.09
Mecklenburg	1945	.20	.20
New Hanover	1936	.20	.20
Scotland	1939	.20	.20
City Units:	Year	Rate Voted	Levied
Albemarle	1936	.15	.15
Asheville	1935	.25	.25
Burlington	1937	.20	.20
Chapel Hill	1933	.20	.20
Charlotte	1947	.50	.45
Cherryville	1945	.15	.15
Climon	1947	.30	.30
Concord	1945	.10	.10
Durham	1933	.20	.20
Edenton	1941	.15	.15
Elizabeth City	1943	.16	.16
Elkin	1946	.20	.17
Elm City	1939	.25	.10
Fayetteville	1947	.25	.25
Gastonia	1945	.30	.30
Goldensboro	1936	.15	.15
Greensboro	1947	.30	.30
Greenville	1946	.25	.25
Hamlet	1936	.25	.25
Hendersonville	1937	.25	.20
Hickory	1940	.12	.12
High Point	1942	.25	.25
Kannapolis	1945	.10	.10
Kings Mountain	1937	.20	.20
Kinston	1945	.21	.21

City Units:	Year	Rate Voted	Levied
Laurinburg	1939	.20	.20
Leaksville	1947	.30	.30
Lenoir	1945	.42	.35
Lexington	1947	.30	.30
Lenoir	1947	.20	.20
Lumberton	1937	.15	.15
Monroe	1936	.15	.15
Mooresville	1947	.40	.40
Morganton	1943	.24	.24
Mount Airy	1936	.15	.15
Newton	1940	.20	.20
North Wilkesboro	1933	.20	.20
Oxford	1947	.15	.15
Pinehurst	1947	.30	.30
Raleigh	1938	.17	.17
Red Springs	1946	.25	.20
Reidsville	1936	.10	.10
Roanoke Rapids	1933	.50	.50
Rockingham	1936	.25	.25
Rocky Mount	1933	.30	.25
Salisbury	1947	.30	.30
Sanford	1939	.20	.15
Shelby	1937	.15	.15
Southern Pines	1933	.30	.30
Statesville	1942	.15	.15
Tarboro	1945	.30	.25
Thomasville	1947	.30	.30
Tryon	1945	.25	.25
Wadesboro	1937	.25	.15
Washington	1942	.20	.17
Weldon	1946	.20	.20
Wilson	1938	.20	.20
Winston-Salem	1935	.20	.21

Districts:	Year	Rate Voted	Levied
Buncombe—Sandhill	1946	.10	.06
Burke—Drexel	1946	.20	.20
Valdese	1945	.20	.20
Gaston—Belmont	1945	.15	.15
Bessemer City	1944	.12	.12
Dallas	1947	.15	.15
Flint Groves	1946	.10	.10
Lowell	1946	.12	.12
Mount Holly	1945	.12	.12
Myrtle	1946	.12	.12
Ranlo	1946	.12	.12
South Gastonia	1947	.15	.15
Stanley	1945	.10	.10
Victory	1943	.10	.10
Guilford—Guilford	1947	.20	.20
Jamestown	1947	.20	.20
Harnett—Dunn	1947	.15	.15
Johnston—Clayton	1946	.25	.10
Selma	1946	.30	.10
Smithfield	1946	.25	.10
Martin—Jamestown	1946	.20	.20
Robersonville	1946	.20	.20
Williamston No. 1	1946	.20	.20
Moore—Aberdeen	1946	.30	.30
Northampton—Rich Square	1947	.15	.15
Polk—Saluda	1945	.15	.15
Wilson—New Hope	1945	.30	.20
Stantonsburg	1945	.30	.20

## Colleges to Conduct Resource-Use Workshops

Six educational institutions will conduct resource-use education workshops this summer. They are Woman's College, East Carolina Teachers College, Western Carolina Teachers College, Appalachian State Teachers College, Campbell Folk School and Elizabeth City State Teachers College. The terms and duration of these several workshops vary, ranging from two to six weeks. At Woman's College the course will be two weeks in duration, beginning June 21. East Carolina will have three two-week sessions from June 9 to July 16, on Social Studies, Science and Health. The Cullowhee and Boone colleges will run for six weeks each, the former beginning June 7 and the latter June 10. Likewise, the Brasstown institution will offer a six weeks course in collaboration with Western Carolina Teachers College. Plans for the Elizabeth City course are not yet complete.

## Coronet Tells How to Win A College Scholarship

With an annual \$15,000,000 scholarship fund to be disbursed throughout the country to needy students, you might think that the scholarship committees—in at least 800 well-known schools—merely have to sit back and wait for eager applicants. Yet an article in the April issue of *Coronet* reveals that tens of thousands of dollars have never been awarded, and that worthy students are escaping notice.

While most people know that scholarships exist, few realize the tremendous part scholarship awards play in America's educational progress. In many cases, the conditions imposed for the granting of scholarships make the candidate-hunt a challenging affair.

In an effort to acquaint the public and, in particular, ambitious boys and girls eager for an education, *Coronet* presents important facts and helpful information on "How to Win a College Scholarship." The magazine goes on to discuss many scholarships made available through countless sources. Colleges and universities, business organizations, specially organized scholarship funds, privately donated funds, and even Uncle Sam make generous offers. These cover courses ranging from jazz to astrophysics. *Coronet* also points out how the various scholarship committees go about making awards and what inspires the work of such groups.

## "U. S. Education News" Reports National Events

Events of nationwide interest are reported monthly by *U. S. Education News*, a publication issued by the U. S. Education News Association, Hartford, Connecticut.

The March number of this publication reports the following happenings in the nation:

"An upgrading of school superintendents in the United States is sought by the American Association of School Administrators."

"A national board of education was asked by the American Association of School Administrators in a resolution adopted at the Atlantic City Convention during the closing session on February 26."

"The National Council of Chief State School Officers wants aid for school health services to come through a general school aid bill at the federal level."

"A Washington office with a full time executive secretary is planned by the National Council of Chief State School Officers."

"School building needs of the United States are approaching the \$20 billion mark, according to estimates coming into the Office of U. S. Education News."

"The 67th annual conference of the American Library Association will be held in Atlantic City, June 13 to 19."

"Governor Millard Caldwell, Fla., is acting as chairman and Dr. Clyde A. Erwin, N. C., State Superintendent of Public Instruction, is vice-chairman of a Southern Council on Regional Planning in Higher Education."

## Young America Announces Leasing Plan

In response to requests from school groups, Young America Films has just announced a Lease-Ownership Plan, under which individual schools and co-operating groups may purchase Young America teaching films on a three-year installment basis.

The Lease-Ownership Plan, as announced by Young America Films, follows substantially similar plans available from other major educational producers. It provides for an annual leasing charge over a three-year period, at the end of which time the school takes full title to the films included in the contract. A sample contract form, explaining all details of the plan may be obtained by writing Young America Films, 18 East 41st Street, New York City 17.

## Enrolled Pupils Per Teacher, 1944-45

State	Avg. Pupils	State	Avg. Pupils
Mississippi	38.9	Pennsylvania	27.7
California	35.8	Nevada	27.0
New Mexico	35.5	New York	27.0
Alabama	32.9	Delaware	27.0
North Carolina	32.8	West Virginia	26.9
Maryland	32.8	Missouri	26.7
Washington	32.5	Illinois	26.5
Louisiana	32.2	Massachusetts	26.4
Oklahoma	31.7	Maine	25.7
Kentucky	31.7	Rhode Island	25.0
Arkansas	31.5	Minnesota	25.0
Tennessee	31.2	New Jersey	24.2
Utah	30.8	Wisconsin	23.8
Indiana	30.5	Connecticut	23.8
South Carolina	29.8	Colorado	23.3
Georgia	29.8	New Hampshire	22.5
Virginia	29.6	Kansas	22.3
Arizona	29.3	Iowa	21.3
Michigan	29.3	Vermont	21.2
Texas	29.0	Wyoming	20.3
Ohio	28.8	Nebraska	18.9
Idaho	28.0	Montana	17.7
Oregon	27.8	North Dakota	17.1
Florida	27.7	South Dakota	15.9
District of Columbia	29.4	U. S. Average	28.1

## N.C.E.A. Names Brooks to Educational Hall of Fame

Dr. Eugene Clyde Brooks, State Superintendent of Public Instruction from January 1, 1919 to June 10, 1923, was named to North Carolina's Educational Hall of Fame by the North Carolina Education Association at its annual meeting in Asheville, April 16, 1948. Dr. Brooks died October 17, 1947.

The Educational Hall of Fame was inaugurated in 1937 as a phase of the Centennial celebration of the beginning of public education in North Carolina. The guiding principles in the selection of members are: (1) That only persons whose work has terminated and they have passed from this life will be included in the listing; (2) That only persons whose work has had Statewide influence will be included.

The initial listing included the following:

The Unknown Teacher.  
Edwin Anderson Alderman.  
Charles Brantley Aycock.  
David Caldwell.  
Braxton Craven.  
Edward Kidden Graham.  
Elizabeth Kelly.  
Charles Duncan McIver.  
Archibald D. Murphy.  
Walter Hines Page.  
Calvin Henderson Wiley.

In 1938-39 two other names were added: Alexander Graham and Robert Herring Wright.

## Textbook Commission Uses Criteria in Evaluating Textbooks

Contrary to the beliefs of many people, the State Textbook Commission, in evaluating the various textbooks upon which adoptions are made by the State Board of Education, uses specific criteria applicable to the field of adoption.

For example, in the literature field reports were recently made to the State Board of Education covering all textbooks submitted for consideration. These criteria were divided into two parts, one dealing with content and the other the format of the book. Content was subdivided into (1) range of material, (2) organization, and (3) student and teacher aids. Range of material in turn was broken down into three parts: sufficient as to literary types, representative of diverse geographical regions and social groups, and selections all of recognized literary value.

Each of the several subdivisions were assigned a number of points, 5, 10, 15, 20 or 25, the total equaling 100. Each member of the Commission rated separately each book on the several criteria either excellent, very good, good, fair, poor or out. The ratings of these members were then combined for a composite score, which were filed with the State Board of Education for its use in making the adoption.

# STATE SCHOOL FACTS

## Salaries Paid Elementary Teachers

Teachers in the elementary schools of the State, grades 1-8, were paid an average annual salary of \$1,505.07 during 1945-46. This included both State and local funds, and all teachers—county, city, white, Indian, Negro.

As Table I shows, elementary teachers in city schools for white children were paid the largest average salary, \$1,674.24. They were followed by teachers in city schools for Negroes, who received an average of \$1,664.06. Negro teachers in county schools were paid an average of \$1,477.23 for that year, whereas white teachers were paid \$1,435.61, a slightly lower figure.

Based on an average increase of 30 per cent, elementary teachers employed this year, 1947-48, are being paid an average of about \$1,956.50. The average paid Negro teachers is estimated slightly greater than this amount, whereas the average for white teachers is estimated to be slightly under this figure.

There are two main reasons for the differences that exist in salaries paid among the unit and racial groups:

1. The average scholarship rating of employed Negro teachers is higher than that of white teachers employed in city white schools.

2. Supplements are paid to a majority of teachers employed in city units.

Although the average salary paid elementary teachers in 1945-46 was \$1,505.07 in dollars and cents, this salary, as purchasing power, however, of that year as of September 1947 was \$1,440.41. The purchasing power of the 1940-41, considering the increase in purchasing power of the dollar since September 1947, together with the increase in the average teacher's salary in 1947-48, it is estimated that the present salary is approximately equivalent to the 1944-45 figure in dollars and cents.

Table II

This table shows the total salaries paid elementary teachers, the number of such teachers and the average salary paid for white and Negro teachers in

county units for the school year 1945-46.

The average salary varies from unit to unit, as this table shows. Among these units there range from \$1,131.42 in Cherokee to \$1,750.81 in New Hanover in the case of white schools and over \$807.47 in Ashe to \$1,726.19 in New Hanover in the case of Negro schools.

The average salary paid Negro elementary teachers was greater than that paid white teachers in 67 of the 100 schools in Cherokee and Clay County units.

Highest salaries were paid white teachers in the following county units: Blount, Durham, Gaston, Henderson, Mecklenburg, New Hanover, Orange, Richmond, Tyrrell, and Wake.

Highest salaries paid Negro teachers were in the following units: Avery, Dare, Mecklenburg, Mitchell, New Hanover, and Transylvania.

Lowest average salaries paid white teachers were in the Ashe, Brunswick, Cherokee, Clay, Currituck, Dare and Hyde units.

Negro teachers in Ashe, Macon, Watauga, and Yancey were paid lowest salaries.

Table III

This table shows for city units similar information which Table II shows for county units.

Among these units average salaries range from \$1,286.87 in Madison to \$1,902.13 in Charlotte in the case of white teachers and from \$1,254 in Tryon to \$1,910.88 in High Point in the case of Negro teachers.

In 29 of these units the average salary paid Negro elementary teachers was greater than that paid white teachers in the same unit.

Highest salaries were paid teachers in the following units: white—Asheville, Burlington, Charlotte, Durham, Fayetteville, Greensboro, Greenville, High Point, Lenoir, Lincolnton, Rocky Mount, Salisbury, Southern Pines, and Winston-Salem; Negro—Asheville, Charlotte, Durham, Elizabeth City, Greensboro, High Point, Raleigh, and Winston-Salem.

Lowest salaries paid were in Glen Alpine, Madison and Tryon in the case of white teachers and Edenton, Lumberton, Madison, Marion, Murphy and Tryon in the case of Negro teachers.

## II. SALARIES PAID ELEMENTARY TEACHERS, COUNTY UNITS, 1945-46

Year	WHITE			NEGRO			TOTAL		
	County	City*	Total	County	City*	Total	County	City*	Total
1929-30	\$ 755.56	\$1,201.26	\$ 865.06	\$ 432.54	\$ 766.44	\$ 509.89	\$ 755.45		
1930-31	769.95	1,161.39	888.31						
1931-32	694.68	1,081.18	782.41	408.91	707.39	474.37	593.28	Alexander	
1932-33	694.00	1,029.93	769.26	407.43	650.20	462.80	675.46	Alleghany	
1933-34	655.27	938.16	578.58	484.14	397.00	538.60	607.89	Ashe	
1934-35	585.37	681.16	607.88	477.96	637.26	570.72	673.66	Avery	
1935-36	714.06	863.96	760.38					Beaufort	
1936-37	761.98	944.06	806.99	514.77	674.97	557.51	722.19	Bladen	
1937-38	824.22	1,038.83	935.52	590.35	766.22	633.47	818.45	Brunswick	
1938-39	879.42	1,088.33	982.57	634.25	819.13	677.98	877.86	Burke	
1939-40	903.37	1,110.03	993.57	655.42	838.19	701.30	904.50	Calhoun	
1940-41	922.94	1,136.06	973.47	719.93	900.49	760.83	940.50	Cannonsville	
1941-42	929.40	1,171.36	1,008.43	770.23	981.28	880.30	944.15	Cass	
1942-43	1,029.49	1,277.98	1,088.43	828.37	1,038.54	955.74	1,025.54	Catawba	
1943-44	1,244.46	1,419.89	1,287.87	1,165.85	1,338.65	1,208.31	1,295.53	Cherokee	
1944-45	1,229.85	1,458.20	1,286.03	1,286.45	1,439.54	1,309.83	1,395.53	Clay	
1945-46	1,455.51	1,677.24	1,495.03	1,477.23	1,664.06	1,526.85	1,605.97	Columbia	





## Vocational Education Program Fails to Reach All Pupils

The program of vocational education now conducted with the aid of Federal funds as a part of the public school system of the State fails to reach a large number of boys and girls, who would take courses offered under some phase of the program if given the opportunity, is revealed in a recent report of a sub-committee of the State Education Commission which has been assigned to study the present program. This sub-committee is headed by J. Warren Smith, Director of Vocational Education for the Department of Public Instruction.

Features of the vocational education program listed by Director Smith's commission needing correction are the following:

### *Vocational Agriculture*

1. Eighteen thousand boys enrolled in rural schools where agriculture is not offered.
2. No provision for teaching specialized skills necessary for occupations allied to agriculture (for which a college degree is not required).

### *Industrial Education*

1. No opportunity for rural students to get industrial training during high school course.
2. No opportunity for the rural student to get industrial training after finishing or dropping out of high school.
3. No provision at present for obtaining specialized technical training beyond high school leading directly to employment where a college degree is not necessary.
4. Present program not now available to all pupils in urban schools.
5. Training supervisors for industry not now adequately provided for.

### *Home Economics*

1. Not now available in all high schools.
2. Present programs do not provide for training in specialized skills beyond high school leading directly to employment in occupations for which a college degree is not necessary.

### *Distributive Education*

1. No provision for rural pupils.
2. Too small percentage of urban pupils being served.
3. No provision for those students who were graduated from high schools where this subject was not offered or for the student who could not take this course while in school, but desires it later.

### *Business Education*

1. Now available to a too small per cent of students enrolled in our

## Miss McIver Dies

Marie McIver, Supervisor of Negro Elementary Schools of the State Department of Public Instruction, died May 7 at her home in Weeldon following several months illness.

Miss McIver had been with the Department since January 1937, having succeeded Mrs. Pearl L. Byrd. Before coming to the Department she was for many years Jeanes Supervisor of Halifax County. She had also been a member of the Teacher Training Department of Fort Valley State Normal School in Georgia. She taught in the Practice School of Hampton Institute, where she took her training, immediately following her graduation.

In her position as State Supervisor of Negro Elementary Schools, Miss McIver traveled all over the State, visiting and inspecting elementary schools for Negro youth and making recommendations for their improvement. According to Dr. N. C. Newbold, Director of Negro Education, "Miss McIver made a notably fine contribution to Negro education in the State. The standards of many of our Negro schools have been raised considerably by her consistent efforts. Our staff has lost a valuable member."

## Principals May Vary Tenth Month Service

In order to vary from the two weeks before and two weeks after school arrangement of the tenth month service required of principals approval in advance must be obtained from the State office, a recent letter to superintendents from State Superintendent Clyde A. Erwin and Controller Paul A. Reid states.

This deviation from the normal procedure will be authorized "in order to help make possible professional study for classified principals in meeting the requirements of the State Board of Education for renewal of certificates with the loss of a minimum number of days of tenth month service." The letter also states "that all of the tenth month service (must) be rendered during a particular school year and that no part of this service (may) be carried over from one year to another. It is also required that tenth month service be rendered on consecutive days, Sundays and perhaps Saturdays excepted."

high schools.

2. No provision for specialized courses other than stenographic-clerical course.

## Many Pupils Visit Capitol

Many pupils, accompanied by their teachers, visited the State Capitol during the months of April and May. These groups were largely interested in the more than 100 year old Capitol Building, the Governor, the State Museum and the Hall of History.

Mrs. Ruby Garrison, the State's Information Secretary with a desk in the rotunda of the Capitol was kept busy answering questions, giving directions, and furnishing information of various kinds to these many groups. She states that "The Tar Heel State," publication issued by the State Department of Public Instruction, has been invaluable in furnishing these children pertinent information about the State.

## Miss Parrott to Resign July First

Hattie S. Parrott, Associate in the Division of Instructional Service, State Department of Public Instruction, recently announced her resignation to become effective on July 1 of this year in order to devote more time to other professional work.

Miss Parrott has been associated with this Department for 30 years. She first served as a member of the State Board of Examiners and Institute Conductors, forerunner of the Division of Professional Service, later with the Division of Supervision as one of the State Supervisors of Elementary Schools, and more recently as Associate of the Division of Instructional Service which is under the direction of Dr. J. Henry Highsmith. She also served at one time as a member of the State Textbook Subcommittee which recommended textbooks for adoption by the State Board of Education.

Prior to coming with the Department Miss Parrott had taught in several of the public schools of the State.

## Department Adds Safety and Special Education Personnel To Staff on July First

Two persons, one to work in the field of safety education and the other in special education, are to be added to the staff of the State Department of Public Instruction, it is announced by State Superintendent of Public Instruction Clyde A. Erwin. These persons will be attached to the Division of Instructional Service. They will be selected between now and July 1, when they will come on the job.

## Senate Passes S472

The Senate passed S472, the Federal-aid to Education Bill, on April 1 by a vote of 58 to 22. Both North Carolina Senators voted for the bill.

Federal-aid now depends upon action by the House, which now has before it HR 2953, companion bill to S472. There are three steps to be taken before this bill comes to a vote: (1) The House Committee on Education and Labor must report the bill favorable; (2) The House Steering Committee must set a policy favorable to its enactment; and (3) The House Rules Committee must set the date for floor debate and vote.

North Carolina representatives on these Committees are: Representative Graham A. Barden on the House Committee on Education and Labor and Representative J. Bayard Clark on the Rules Committee.

## School Lunch Program Moves To Education Building

State offices of the School Lunch Program, formerly in the Agriculture Building, have been moved to the Education Building, Rooms 544, 545, and 546. According to Mrs. Anne W. Maley, State Supervisor, the new offices are a great improvement over the old. "There is better light and heat, and these new offices are more convenient to other educational offices, including mailing and mimeographing facilities. We hope, too, that the new location will be more convenient to those from the field who have business with us," Mrs. Maley stated.

## Curriculum Committees Hold Meetings

Committees working on new course of study publications to be published by the State Superintendent of Public Instruction in the fields of science and mathematics held preliminary meetings last month and decided upon the scope and content of the proposed bulletins. Meetings were held at Dunn, Durham, Raeford and the Acme-DeLo Schools in Columbus County. These meetings were directed by A. B. Combs, Julia Wetherington and Mary Vann O'Briant of the Division of Instructional Service of the State Department of Public Instruction. Key teachers, principals and superintendents from each of these areas participated in the discussion of plans for writing these two new courses of study.

## Estimated Allotment of Federal Aid by States Under the Provisions of S472\*

Alabama	\$19,390,000	Nebraska	\$ 1,350,000
Arizona	1,750,000	Nevada	135,000
Arkansas	12,390,000	New Hampshire	640,000
California	7,260,000	New Jersey	4,025,000
Colorado	1,225,000	New Mexico	3,390,000
Connecticut	1,705,000	New York	12,010,000
Delaware	285,000	North Carolina	22,825,000
District of Columbia	720,000	North Dakota	1,655,000
Florida	2,260,000	Ohio	7,090,000
Georgia	17,745,000	Oklahoma	9,195,000
Idaho	1,010,000	Oregon	1,125,000
Illinois	7,520,000	Pennsylvania	10,410,000
Indiana	3,645,000	Rhode Island	720,000
Iowa	2,505,000	South Carolina	13,855,000
Kansas	1,580,000	South Dakota	1,445,000
Kentucky	16,120,000	Tennessee	14,785,000
Louisiana	11,075,000	Texas	18,675,000
Maine	1,060,000	Utah	1,535,000
Maryland	2,135,000	Vermont	615,000
Massachusetts	4,160,000	Virginia	8,070,000
Michigan	5,980,000	Washington	1,820,000
Minnesota	2,820,000	West Virginia	10,405,000
Mississippi	16,985,000	Wisconsin	3,300,000
Missouri	3,755,000	Wyoming	280,000
Montana	545,000		

\*Calculations based on income payments for period 1941-1945 and school expenditures for 1944-1945, published in April 1947 by the Senate Committee on Labor and Public Welfare.

## U. S. Office Issues Special Number of "School Life"

A Special Issue of *School Life*, publication of the U. S. Office of Education, was issued in February. This special number is entitled "Zeal for American Democracy." Timely and challenging articles by prominent contributors are included. By presenting the viewpoints expressed it is the hope of the Office that the "opportunity for new emphasis upon our democratic rights and responsibilities today and the days ahead" will be provided.

Copies of this special issue may be secured from the Superintendent of Documents, Washington 25, D. C., at 10 cents each, or in lots of 100 copies to one address at a 25 per cent discount. A year's subscription to *School Life*, 10 issues, may be secured at \$1.

## A.L.A. Names Today's "Five Great Issues"

The "five great issues" of our day, as named in an American Library Association poll are:

1. Inflation.
2. World peace and security.
3. American defense and military training.
4. Extension and improvement of general education.
5. Civil rights.

Public libraries, schools and other community groups are urged to become acquainted with the background of these issues and their pro and con arguments.

## Former Superintendent Dies

R. H. Latham, formerly superintendent of Asheville, Winston-Salem and Weldon schools, died in Asheville on April 2. Mr. Latham had been in ill health for some time, having retired late in 1944 after serving as superintendent of the Asheville schools for 10 years. He taught for a number of years in Virginia before coming to Weldon in 1905.

Mr. Latham was president of the North Carolina Education Association in 1921. He held a North Carolina superintendent's life certificate.

## Department Disapproves Book Series for Schools

A series of books entitled "Uncle Arthur's Bedtime Stories," retailing at \$10.40 per set has been disapproved by the State Department of Public Instruction for school use.

In a letter to county and city superintendents, Dr. J. Henry Highsmith, Director of the Division of Instructional Service, states that "these books have been reviewed and given careful consideration, but have not been endorsed nor recommended by the State Department of Public Instruction. A cursory glance through the series will show that they are designed for home use and are not suitable for school libraries."



## CIER Bulletin Lists Educational Needs In 15 Countries

The major educational needs in 15 countries of Europe and Asia have been listed by the Commission for International Educational Reconstruction. Some of these needs are as follows:

**Austria.** All elementary schools suffer from overcrowding and shortage of teachers. The 181 secondary schools are overcrowded, understaffed and badly equipped.

**Belgium.** About 3,000 schools were partially destroyed. Desks and such supplies are needed by the elementary and secondary schools. Books are lacking in libraries throughout the country.

**Burma.** The educational situation is critical in the extreme. Approximately 30 per cent of the school buildings were destroyed. The equipment of all science and engineering laboratories was removed during the war.

**China.** Despite the appalling problems confronting them, the Chinese people have retained their traditional faith in education. This country lost \$738,700,000 in American dollars in destroyed educational buildings and equipment.

**Czechoslovakia.** The most urgent needs are scientific and technical laboratory equipment, epidiascopes, educational films, projectors, maps, reproductions of pictures, materials for needlework, and radios.

**Ethiopia.** Funds are wholly inadequate. The Ministry of Education is able to care for only a fraction of the thousands of children and adults. Most are turned away from schools due to the appalling lack of teachers and facilities.

**Finland.** There is a scarcity of simple school supplies and handicraft tools, including needlework materials. There is also great need for maps, observation pictures, projection machines, chemicals, test tubes and other laboratory equipment.

**France.** France does not ask for aid in her educational reconstruction, except for scientific equipment for universities and secondary schools.

**Germany.** About 600 new secondary schools are needed. Printing paper, auditory and visual aid, library material are greatly needed.

**Greece.** Greek teachers work under terrific difficulties, with crowded classrooms, too many pupils, no equipment and bad living conditions.

**Hungary.** In many villages schools have no benches, and children study

## Other States Make Educational News

Education news from the several States and the Nation as a whole is presented in *U. S. Education News*, monthly publication of the U. S. Education News Association, Hartford, Connecticut. News gleaned from recent numbers of this publication include the following:

**New York.** Elementary school classes of New York City are deemed unusually large, says the New York State Teachers Association.

**Missouri.** A joint legislative committee has proposed that the State of Missouri increase its school aid program by about \$8,000,000 a year.

**Indiana.** Reorganization of school districts is proposed in Indiana as a means of cutting down the number of inadequately prepared teachers.

**Georgia.** A textbook list "to eliminate frequent changes and waste" is being considered by the Georgia State Board of Education.

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kneeling on wooden boards. Low teachers' salaries and lack of food for student countries are pressing problems.

**Indonesia.** At present many children must be refused admittance because there is no material. There is one textbook for each 30 pupils. Paper and notebooks are lacking.

**Italy.** Scarcity of schools, lack of heating and transport, inadequate clothing are reduced stamina of the children makes it impossible for many to attend school.

**Japan.** There is a desperate need for basic educational supplies, such as pencils, paper, erasers, etc.

**Korea.** The few existing schools are poorly organized with no supplies or equipment.

**Luxembourg.** Funds for rebuilding of schools are a problem. The heaviest educational loss has been in technical and scientific equipment.

**The Netherlands.** The greatest need is for books and technical equipment.

**The Philippine Republic.** The sum needed to reconstruct school buildings and to replace school supplies and equipment is estimated at a value of \$115,000,000.

**Poland.** The destruction in the educational field is indescribable. Elementary schools need pencils, notebooks, pictures, etc.

**Yugoslavia.** The educational program has 8,500 fewer teachers than before the war. Classes in the lower four often have 60-70 pupils.

## Supt. Erwin Endorses Lost Colony Contest

Whole-hearted endorsement of the Lost Colony Contest was given by State Superintendent Clyde A. Erwin in a recent letter to John W. Parker, General Manager of the Roanoke Island Association, producer of the Lost Colony drama by Paul Green, which is presented each summer on Roanoke Island. "In my opinion," Superintendent Erwin stated, "this contest can be correlated very effectively with the teaching of North Carolina history in our schools and would be of great value from an educational point of view."

"I am also hopeful," Superintendent Erwin continued, "that the contest will stimulate the attendance of thousands of North Carolina school children at the Lost Colony Pageant this summer. I believe every child in North Carolina ought to see this pageant. . . . I hope the contest may have wide participation throughout the schools of the State."

Copies of the contest rules have been sent to all the schools by the Lost Colony management. For the best letters by school children on "Why I Would Like to See *The Lost Colony*," prizes of free trips to Roanoke Island, tickets to the drama with all expenses paid will be given. All entries must be mailed not later than June 1, 1948.

## Department to Conduct Lunchroom Workshops

Three workshops for school lunchroom supervisors and managers will be conducted next month, it is announced by Mrs. Anne W. Maley, State Supervisor of the School Lunch Program, State Department of Public Instruction. These workshops will be as follows: Wilmington, June 7-11; Raleigh, June 14-18; and Charlotte, June 21-25. They will be conducted by the six State School Lunch Supervisors: Mrs. Evelyn H. Glenn, Mrs. Elizabeth B. Silver, Mrs. Kathryn D. Woodard, Martha B. Barnett, Mrs. Mary L. Smith, and Mrs. Sabrie W. Reid, assisted by Mrs. Celeste Reynolds, supervisor of the Mecklenburg County school lunchrooms.

The workshops will cover all phases of lunchroom operation. Mrs. Maley stated, such as: menu planning, marketing, work organization, sanitation, food storage, preparation and service, record keeping, and budgeting. There will be no charges other than the usual transportation, hotel and meal costs.

## Health Education Workshop To Be Conducted

A Health Education Workshop will be conducted this year, June 10-July 24, at the University of North Carolina under the direction of the School-Health Co-ordinating Service, a joint division of the State Department of Public Instruction and the State Board of Health, and the Department of Education of the University.

The general purpose of this workshop is to provide opportunities for teachers, administrators, and other health personnel to study the major problems of children and adults and to plan a functional program which they can carry out in their own particular work. Six semester hours certification credit will be given to those who complete the work satisfactorily.

To aid those who attend the workshop a number of scholarships are available. These will range in value from \$50 to \$100. Persons who wish to obtain scholarships should consult the local school superintendent or health officer for application blanks and recommendations, or write to Charles E. Spencer, School-Health Co-ordinating Service, Raleigh, N. C.

## Interracial Commission Issues Bulletin on Negro Life In America

"Working on the assumption that knowledge helps understanding," a mimeograph bulletin giving stories of the Negro in the life of the United States of America has been prepared by the North Carolina Commission on Interracial Co-operation.

"Since 1921," the foreword of the bulletin states, "the North Carolina Commission on Interracial Co-operation has sought to bring about understanding and co-operation between the members of the races in our State. Much has been done, but much remains to be done in order that we, as citizens of the State, may appreciate each other."

The material in the bulletin is presented chronologically under the following topics: How the Negro Came to America, Negroes During the Revolutionary Period, Effects of the Industrial Revolution on Negroes, Abolition of Slavery, Emancipation and Reconstruction, Life Begins Anew, They Continued Their Achievements in Many Fields, and the Future. A bibliography of selected readings on the Negro is also included.

## A Good Elementary School

1. Children spend, as a rule, approximately three years with the same teacher.

2. Camping experiences are provided for all children.

3. A health record card is kept for each child.

4. The average cost, per pupil, is double what it was in 1940.

5. Teachers are employed for the entire year, with one month vacation.

6. The teacher does not expect the same achievement from all children.

7. Resourceful people in the community are invited to bring their special knowledge and talents to the school.

8. Small business enterprises are operated by the school as a means of training children in economic skills.

9. School buildings are planned with the help of teachers, students and other citizens.

10. The school contains a room for community use.

11. School buildings include facilities for growing and caring for plants and animals.

12. Each classroom has a phonograph and radio.

(These 12 points are among suggestions in "Education for All American Children," released by the Educational Policies Commission.)

## New Films on Elements Of Art Released

A series of eight discussional slide-films, *Elements of Art*, is announced by The Jam Handy Organization, distributor for Curriculum Films. The purpose of this series is "not to teach students to be artists, but rather to express themselves through drawing and painting." Each film helps the teacher explain an important element of art. The films may be used by the teacher to introduce interesting activities in working with these elements.

Films in the series are: (1) lines, (2) shapes, (3) more shapes, (4) solid shapes, (5) color, (6) using color, (7) proportion, (8) painting a picture. Price for the series is \$33.50, or \$4.95 per individual film.

For details write to The Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, Michigan.

## Former School Principal Becomes State Health Officer

Dr. John William Ray Norton, former school principal of two North Carolina high schools, was elected State Health Officer at a recent meeting of the State Board of Health to succeed Dr. Carl V. Reynolds who will retire June 30, 1948.

Dr. Norton received his A.B. degree from Trinity College, now Duke University in 1920. For two years following his graduation he was principal of the Lumberton High School. In 1923-24 he was principal of the Sneads Grove School in his native county, Scotland, after having taken the year 1922-23 off to study law.

In 1924 Dr. Norton entered the University to study medicine. Following his completion of the two-year course there, he enrolled in Vanderbilt University Medical School, where he graduated in 1928 with the M.D. degree. He has had broad experience in the medical field—in hospitals, public health work and in the United States Army. He is coming back to the State from the TVA where he has been a staff officer of that organization.

## Peabody College to Hold Curriculum Conference

Educational Leadership for Living and Learning will be the theme of the eighteenth annual conference on curriculum improvement to be held at Peabody College, Nashville, Tennessee, on July 22 and 23, 1948. Four outstanding needs have been selected for which educational leadership is needed at this time; understanding children; improving the learning environment; understanding the community; and planning the school program.

The conference will be opened by Henry H. Hill, President of Peabody College. Forrest W. Murphy, Dean of the School of Education, University of Mississippi, will preside over the first general session and W. Morrison McCall, Director of Instruction, Alabama State Department of Education, will be the chairman of the second general session.

Following the first general meeting, four groups will hold two consecutive sessions for intensive discussion of the major phases of school improvement. Over 50 authorities will serve as discussion leaders and panel members.

## Department Initiates Preparation of Math Course

Preparation of a bulletin on the teaching of mathematics was initiated recently by Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction, in a letter to superintendents in which he requested the "names of some teachers who have done outstanding work in the teaching of arithmetic."

"There is a real need for a bulletin on teaching of mathematics," Dr. Highsmith stated. . . . In the preparation of the proposed bulletin we need your help and that of your principals and teachers."

"Miss Mary Van O'Briant and Mr. A. B. Combs will serve as co-ordinators in the preparation of the proposed bulletin."

This is the fifth course of study publication that has been initiated within the past few months, the other four being Health Education, Home Economics, Social Studies, and Science. A new course of study in Business Education is now being printed and will be distributed for use beginning this fall.

## Board Approves More Special Tax Elections

Special tax elections were approved by the State Board of Education at its regular meeting on April 1 for the following administrative units:

Granville County, 15 cents.

Shelby, 25 cents.

Statesville, 15 cents.

Winston-Salem, 15 cents.

At its March 2 meeting approval was given to a special election in Raleigh in which a 15-cent levy would be voted on. This election was held on April 10 and passed by a vote of 2,809 to 2,087.

## JULIUS

Julius Riddick, messenger-clerk for the State offices, died March 26, 1948, after several weeks illness due to a heart ailment. Julius came with the Department of Public Instruction in 1914, during the administration of Dr. J. Y. Joyner. He served also under Dr. E. C. Brooks, Dr. A. T. Allen, and the present Superintendent, Dr. Clyde A. Erwin, a total of 34 years.

On his death, Superintendent Erwin said, "We have lost a valuable employee; Julius was always faithful and dependable in his work, which included the carrying of important State papers between the various offices of the State government. We shall all miss him."

## W. C. to Offer Business Education in Summer Session

Business Education courses for teachers will be offered at the Summer Session of Woman's College, Greensboro, June 7-July 16. These courses will carry graduate credit toward Master of Science and Master of Science in Business Education degrees. They are designed to meet the needs of Distributive Education personnel and teachers and supervisors of basic business and office education. The program is designed to serve three groups: Special students, beginning graduate students, and advanced graduate students.

In addition to business education, other courses will be offered and are fully described in the Summer Session Bulletin which may be obtained from Dr. Dennis H. Cooke, Director of the Summer Session. Detailed information concerning business education courses may be secured by writing to Vance T. Littlejohn, Head Department of Business Education or W. B. Logan, Teacher Trainer, Distributive Education.

## Americans Favor Training On Musical Instruments

Americans believe overwhelmingly that every child should get training on musical instruments in school, while the training actually provided is far behind public desires. The people believe the training should be paid for out of tax funds, should in most cases be free to the student, should be offered during school hours, and should be rewarded with credit toward graduation.

This is revealed by a survey conducted for the American Music Conference by an independent New York research organization, A. S. Bennett Associates, under the direction of Dr. Albert Haring of Indiana University. The cross-section of opinion in urban areas has been completed, and addition of rural figures soon will make the survey an accurate analysis of American public opinion on many aspects of music.

Most startling fact in the findings to date is that 85 per cent of all families believe class instruction on musical instruments should be offered in the schools in the same way as cooking classes, manual training or physical education—paid for out of tax-supported school funds. Those queried included many families without children, yet the willingness to support music

## Good Things to Learn

*Learn to laugh:* A good laugh is better than medicine.

*Learn to attend to your own business:* Few men can do that well.

*Learn to say kind things:* Nobody even resents them.

*Learn to avoid hasty remarks:* They cause much of the world's trouble.

*Learn to stop grumbling:* See some good in the world, or keep the bad to yourself.

*Learn to hide aches with a smile:* Nobody is much interested anyway.

*And above all, learn to smile:* It pays!

## State P.T.A. Adopts 1948 Platform

A program, topped by a plank endorsing a \$2,400 minimum salary for teachers, was adopted by the North Carolina Congress of Parents and Teachers which met in Raleigh on April 14-15.

The program adopted at this meeting also included a reduction in the teaching load not to exceed 30 pupils in average daily attendance, a teacher recruitment program, passage of health bills in Congress, continuous effort to secure Federal-aid for education, the establishment of a minimum wage and maximum hour standards for mothers and minors, request for an appropriation for assistance to needy youth not eligible to dependent children, and increased appropriation for the aid to dependent children program.

training through taxes was emphatic. Only 6.1 per cent voiced opposition.

Of the respondents who are in favor of payment from school funds, 62.8 per cent say the lessons should be given free; only 24.7 think a small additional charge should be made.

The answers from the same group on whether lessons should be given during school hours and whether credits towards graduation should be given for music logically follow the same tack: 68.4 per cent think school time should be used and 85.2 per cent think credit should be given for music study.

Another impressive indication of public opinion on music education in schools turned up in answers to the question "what can be done to improve the teaching of music." The largest percentage, 30.8 per cent say the solution is "more emphasis on school music."



# THE ATTORNEY GENERAL RULES

## State Board of Education Has Responsibility for School Operation

I have your letter of February 9 and thank you for your kind reference to my letter to you of January 13, 1947.

You request me to advise you as to whether or not the law of North Carolina places responsibility for all phases of school operation in the hands of the State Board of Education.

The Constitution, in Article IX, Section 8, provides that the general supervision and administration of the free public school system and of the educational funds provided for the support thereof shall be vested in the State Board of Education. Section 9 of Article IX of the Constitution provides that the State Board of Education shall have the power to divide the State into a convenient number of school districts; to regulate the grade, salary and qualifications of teachers; to provide for the selection and adoption of textbooks to be used in the public schools; to apportion and equalize the public school funds over the State; and generally to supervise and administer the free public school system of the State and make all needful rules and regulations in relation thereto.

This section further provides that all the powers enumerated in this section shall be exercised in conformity with the Constitution and subject to such laws as may be enacted from time to time by the General Assembly.

Under authority of these constitutional provisions, the Legislature has enacted laws dealing with the operation of our public school system, authorizing the appointment of a Controller and defining the duties of the State Superintendent of Public Instruction, all of which you will find in Chapter 530 of the Session Laws of 1945.

The Constitution and Acts of the General Assembly of North Carolina have placed the responsibility for all phases of the operation of the public schools in the hands of the State Board of Education, in conformity with the Acts of the Legislature relating thereto and the constitutional provisions.—11 Feb. 1948.

## Bond Issues Must Be County-Wide Except Where Local Acts Provide Otherwise

I received your letter of March 13, in which you state that the Board of County Commissioners of \_\_\_\_\_ County has directed you to request an opinion from me as to whether bonds for the building of a school gymnasium in \_\_\_\_\_ Township could be authorized by a vote of the people in that township or would it be necessary for the bonds to be voted by the county at large.

Under our County Finance Act, bonds for building school buildings can be issued only on a county-wide basis and they cannot be voted by school districts or on the basis of township lines.

Several Public-Local Acts have been adopted by various counties of the State authorizing the issuance of school bonds on a district basis upon a favorable vote of the people. The constitutionality of the Buncombe County Act was sustained in the case of *Fletcher v. Commissioners of Buncombe County*, 218 N. C. 1, and at the same time the constitutionality of the Yadkin County Act was upheld in the case of *Hinson v. The Commissioners of Yadkin County*, 218 N. C. 13. I do not think that you have such a Local Act in \_\_\_\_\_ County but you might be sure about this by inquiring of your local school authorities or. —16 March 1948.

## Statutes Outline Procedure For Holding Supplementary School Tax Elections

I acknowledge receipt of your letter of January 17 enclosing a copy of a letter from Superintendent \_\_\_\_\_ of the \_\_\_\_\_ City Schools, in which he requests a copy of a manual which he understands that this office has prepared as to the procedure in holding supplementary school tax elections.

This office does not have such a manual, but one is in the process of preparation by the Institute of Government and of course is based somewhat upon opinions heretofore expressed by this office. I suggest that Superintendent \_\_\_\_\_ write Mr. Lewis of the Institute of Government requesting that a copy of the manual be sent to him if it has been completed.

In addition thereto Mr. \_\_\_\_\_ raises the following questions:

"1. How should the resolution passed by the Board of Commissioners and the legal notices in regard to the election and the ballots be worded? In our case, we now have authorized a fifteen-cent levy and will probably increase it twenty-five cents to make a total of forty cents."

"2. What is the least time that can intervene before or after the primary elections to be held this spring may a special school tax election be held?"

As to the first question, I think that the answers may be found in Sections 115-361 and 115-188 and Articles 22, 23, and 24 of the General Statutes.

As to the second question I do not find any statute which limits the time which must intervene between a primary election and the date fixed for holding a supplementary school tax election.

If there are any other specific questions which Mr. \_\_\_\_\_ has in mind, I will be glad to assist him in any way possible but I suggest that he take this matter up with the County Attorney whose duty it is to handle matters of this kind for the county.—23 Jan. 1948.



## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, May 1943)

The new 15-member State Board of Education, comprised of the ex-office members and 12 members appointed by Governor Broughton in accordance with the amendment to the Constitution passed at the last general election, met on April 8th in the Governor's office where the oath of office was administered by Chief Justice W. P. Stacy.

The annual Hampton Institute Alumni Award was presented this year to Marie McIver, Supervisor Colored Elementary Schools of the Department of Public Instruction.

In a recent letter to all school superintendents William P. Hodges, State Insurance Commissioner, cautioned against the use of temporary wiring for lighting effects for commencement exercises.

The Greenville city schools under the direction of Superintendent June H. Rose is making every effort possible to aid the Nation's War program.

### 10 Years Ago

(N. C. Public School Bulletin, May 1938)

On Monday, April 25, the citizens of Raleigh by a 1,374 majority voted a 17-cent property tax levy to supplement the State funds for the operation of the public schools in that unit.

On April 5, the citizens of Morganton voted overwhelmingly to use a part of the local district funds raised from a levy authorized two years ago for the maintenance of a high school band and for athletic programs in all the schools.

Two 12-year-old girls, Wanona Rash and Fern Templeton, from Union Grove High School, Iredell County, won the Statewide debating championship recently held at Chapel Hill.

The Lowell School recently had a most interesting school exhibit which included all grades, elementary and high school.

The State prize of \$10 for the best essay in the ninth annual Gorgas Essay Contest recently completed was won by William Warren, Jr., of the Lee H. Edwards High School of Asheville, according to a report to Superintendent Erwin by Dr. George Crile, President of the Gorgas Memorial Institute.

## Meaning of Armaments

You know, my fellow citizens, what armaments mean: great standing armies, great stores of war materials. They do not mean burdensome taxation merely; they do not mean merely compulsory military service which saps the economic strength of the nations; but they mean also the building up of a military class . . .

So soon as we have a military class, it does not make any difference what your form of government is; if you are determined to be armed to the teeth, you must obey the orders and directions of the only men who can control the great machinery of war.

Elections are of minor importance, because they determine the political policy, and back of that political policy is the constant pressure of the men trained to arms, enormous bodies of disciplined men, wondering if they are never going to be allowed to use their education and their skill and ravage some great people with the force of arms. That is the meaning of armaments.—Woodrow Wilson, September 6, 1919.

## Suggestions for Utilizing Motion Pictures in the Classroom Released

"Suggestions for Effective Techniques of Utilizing Motion Pictures in the Classroom," is the title of DeVry School Service Bulletin No. 4 just released.

The Bulletin covers in a very concise and practical manner the methods a teacher may develop in making the motion picture film an effective teaching aid in the classroom.

No charge is made for copies of this Bulletin and requests sent to C. R. Crakes, Educational Consultant, DeVry Corporation, 1111 Armitage Avenue, Chicago 14, Illinois, will receive prompt attention.

## English Usage

A young man just out of college got a job in a large office. During the lunch hour he read a notice on the bulletin board. He sniffed and said to another employee: "It's pretty hard to take instructions from a man who knows no better than to end a sentence with a preposition."

The remark came to the ears of the vice-president who had written the notice.

The next day the bulletin board carried this notice: "There is in this organization a certain amount of in-

## MAKING TODAYS NEWS

Charlotte. Special instruction for mentally retarded children was assured today (March 3) when the Charlotte Junior Chamber of Commerce voted to employ a skilled teacher to conduct this program.—Charlotte News.

Iredell. The Iredell county board of education yesterday (March 1) set minimum school building needs in the county at \$1,080,000 and requested that such amount be their part in a county-wide school bond issue which is now being proposed locally.—Statesville Record.

Davie. Stressing the fact too little is being done in most schools today to care for the health of the individual child, a panel discussion featured the regular monthly meeting of the Mocksville P.T.A. last Tuesday night (March 16).—Mocksville Enterprise.

Durham. In a letter addressed to the superintendent and members of the City School Board, W. L. Foushee, local attorney, asks that if the board intends to retire all teachers having reached the age of 60, 65 or 70, as has been indicated, the teachers are entitled to have official notice "of that fact now."—Durham Sun.

Winston-Salem. Only about a half of the white boys and girls who enter Winston-Salem schools receive high school diplomas, and only about a fifth of the Negro boys and girls graduate, according to a statistical report from City Schools Superintendent John Watson Moore.—Winston-Salem Journal.

Elkin. Mrs. Annie Gray Moore, State Health Educator, and Miss Ruth Moore, Physical Educational Advisor, both of the State Department in Raleigh, returned yesterday (Wednesday) after a three-day session of discussion and activities with the teachers of the Elkin city schools.—Elkin Tribune.

Charlotte. At least 34 teachers in the Charlotte school system will give up their jobs at the end of the present term, Superintendent H. P. Harding announced yesterday (April 1) after tabulating the teacher answers to a recent contract questionnaire.—Charlotte Observer.

subordination up with which I will not put."

# NORTH CAROLINA PUBLIC SCHOOL

... Published Monthly by the State Department of Public Instruction ...

# Bulletin

SEPTEMBER, 1948

RALEIGH, NORTH CAROLINA

VOL. XIII, No. 1

## Education Study Reveals Progress Reports Room For Improvement

Findings of the State Education Commission's study advisory committee indicate that North Carolina has made much progress in education, but that there is still room for improvement in the public schools of North Carolina, according to Executive Secretary W. H. Plemmons.

Plemmons describes the work of the 18-member commission through its 15 study and advisory committees composed of some 300 persons throughout the State, and says that "some general and some specific information" has been secured from every county in the State during the two-year study.

Some important findings of the committees to date, he said, include these:

1. The teaching load of some of the Tar Heel teachers is much too heavy.
2. More than 2,000 of our white teachers do not meet the minimum requirements for the standard class A certificate, and the teacher shortage is growing worse.
3. Far too few young people are entering the teaching profession to meet even our present needs.
4. There are thousands of handicapped children who are not receiving the special types of education they need.
5. The principal's time is consumed by too many duties that are not directly related to improving the educational program.
6. Too many children who ride buses must leave home from one and one half to two hours before school opens and wait that long before returning home after school.

7. The larger the school, the larger the proportion of the pupils who graduate.

8. A large proportion of school plants are substandard and inadequate.

9. Too many schools are too small to provide an adequate educational program at a reasonable cost.

10. Vocational training is inadequate.

"Some one has observed that a more adequate educational program will cost more money," Plemmons says, "to which another replied that it would at the

same time save money." A committee has already proposed a six- to ten-year school building program for construction and repair work.

The State Education Commission is headed by R. Grady Rankin, of Gastonia, and Mrs. R. S. Ferguson, of Taylorsville, is secretary. The work of the Commission is financed through \$50,000 appropriated by the 1947 General Assembly and a grant from the Knapp Foundation of New York.

## Dr. Ivey Resigns From University

Dr. John E. Ivey has resigned from the University of North Carolina to prepare a detailed plan on which the South can build its regional education system. He was chosen by a committee of educators to begin immediately an 18-month study of the region's needs and opportunities for interstate cooperation in training youth.

Professor Ivey's two primary tasks will be to plan for the establishment of regional courses and research facilities where needed, and to make a long-range study which the South can use as a basis for building a system of co-operative institutions. These would be designed to give Southern youths what technical training they need without leaving the South to obtain it.

## Scott to Ask for Increase In Teacher Pay

W. Kerr Scott, Democratic nominee for governor, recently repeated the pledge which he made during the Democratic campaign that he would ask the General Assembly of 1949 to provide teachers a substantial pay increase retroactive to the beginning of the school year.

Mr. Scott stated that he was repeating his campaign pledge at the request of educational leaders with the view that it would attract more trained teachers into the profession this fall thus tending to alleviate the shortage of qualified teachers. Last year, records show, there were approximately 3,000 teachers who held certificates based on training below college graduation basis.

Scott's pledge during the campaign reads as follows: "With the heavy teacher load already existing, and the dwindling of replacement personnel, the public schools are in an emergency. . . I pledge you that . . . I, as governor, shall urge upon the General Assembly of 1949 prompt retroactive adjustment of pay for teachers. . ."

## U. S. Office Announces Democracy Contest

The U. S. Office of Education announces the second annual "Voice of Democracy" contest for high-school students throughout the nation. With the same theme as for 1947-48, "I Speak for Democracy," the contest for 1948-49 will reach a climax during National Radio Week, November 14-20. It is planned that local winners will be chosen during that week.

By means of transcriptions, the local winners will later compete successively in state contests and in the national contest. Four regional winners in the national contest will receive \$500 college scholarships and other awards, as well as a trip to Washington.

The contest is sponsored by the Radio Manufacturers Association, National Association of Broadcasters, and by local chapters of the U. S. Junior Chamber of Commerce, and is endorsed by the Office of Education.

## Features

Nation's Teachers Receive Average Salary of \$2,362.....	5
U. S. Office Answers Questions Concerning Selective Service....	6
Supt. Erwin Announces New Staff Members .....	7
Lunchroom Program Reaches 71 Per Cent of School Children.....	10
School Board Association Outlines Legislative Program.....	14



## *Superintendent Erwin Says . . .*

We are embarking upon a school year that holds promise of much advance in the field of public education in this State. A barometer of this prediction of improved schools includes the following:

There are good prospects for a substantial increase in the salaries of all school personnel. Influential officials and citizens are advocating a minimum annual salary for teachers holding a Class A certificate of \$2,400, with gradual increases up to \$3,600 for additional experience. Commensurate increases to other school employees are also being advocated.

There is a widespread interest in a proposal to provide \$25 to \$50 million for the construction and modernization of school buildings and the equalization of such facilities among all the children of the State.

There are good prospects for a greatly improved program of health and physical education, with physical examinations for all school children.

These and many other things indicate the direction in which the thinking of the people of our State is pointed in their efforts to strengthen and improve the public school system. There is evidence of a high degree of public interest in schools, as indicated by a P. T. A. membership of 175,000, expressions of leaders in every walk of life, widespread publicity about educational matters, and favorable editorials in many of our daily and weekly newspapers.

I am optimistic in the feeling that we are truly at the threshold of achieving a system of schools which bids fair to rank among the best in this nation.

### **NORTH CAROLINA PUBLIC SCHOOL BULLETIN**

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CLYDE A. ERWIN  
State Superintendent of Public Instruction

#### **EDITOR:**

L. H. JOBE  
Director, Division of Publications



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# *Editorially Speaking*

## **Volume XIII**

## **Bigger and Better**

This is Volume XIII of this publication. With this first number of this volume we are beginning to feel stabilized. In other words, we not only feel that the Bulletin has become a part of the public school system; we also feel that our efforts are appreciated and that you like to have the type of information which is brought to you through its columns. There will be no great changes in the make-up of this volume over that of Volume XII. As heretofore, we shall strive to make the Bulletin more readable both in form and content. We also hope that you will participate in its content by sending in both suggestions and material.

### **Contests**

Schools are reaching the saturation point with contests. Some of these contests have merit and can be correlated satisfactorily with the regular course of study. There are other contests, however, even though sponsored by civic and service groups and perhaps are commendable, that do not fit in with regular school work.

The National Association of Secondary School Principals has attempted to screen the many contests sponsored on a national basis, and where such contests have the approval of this organization, they may be accepted as coming up to school standards.

This publication has printed announcements of various contests as information to the schools. We have endeavored to include only those which we thought might be correlated with subjects taught in school. Then, too, we had in mind that no one school would participate in all such contests.

The Bulletin is of the opinion that the principal and teachers may use their own judgment as to how all contests will be handled. Certainly the regular work of the school should not be neglected on account of any contest. And especial care should be exercised in the selection of controversial topics for essays, cartoons, etc., in cases where the schools may be used as a means of propagandizing a particular issue.

There are 963 public high schools in the State. Nearly half (458) of this number have fewer than six teachers. All except 42 of the 458 are located in county units.

Authorities in the field of secondary education are of the opinion that a school having students in number sufficient for the employment of six teachers is an absolute minimum for effective results. This will give four teachers for regular courses and two for vocational subjects.

There would seem to be a need, therefore, for further consolidation of high school units. In fact, a committee of the State Education Commission has urged this very thing. During the early growth of the public high school program in North Carolina, many buildings were erected. These buildings answered very satisfactorily the needs of the program and the course of study that day, they say.

But now, the Commission's committees point out, "The schoolhouse of the past is not adequate for present and future educational and community needs. School plant planners must plan in terms of larger classrooms for greater pupil activities; provisions must be made for special activities of both school and community groups; greater attention must be given to better seeing conditions for eyesight conservation; and the plant must consider the health and safety of occupants.

"When planning the school now, officials should consider having a school of sufficient size to make possible an enriched program, including several forms of vocational education.

"The narrow offering found in the small high school, limited as it is to traditional college preparatory studies, simply means that the needs of the majority of pupils in the small school are not met."

What is needed, therefore, are bigger high schools in order that there will be better high schools for a greater number of boys and girls.

# STATE EMPLOYS 26,538 TEACHERS AND PRINCIPALS

## Fewer Nonstandard

A total of 26,538 teachers and principals were employed during the school year 1947-48, tabulations recently made in the Controller's Office of the State Board of Education reveal.

Of this total 24,593 were State allotted and consequently were paid from State funds in accordance with the State salary schedule. A part of this number were paid supplements from local funds. Nearly 2,000 of the total (1,945) were paid entirely from local funds (904) and from Federal, State and local vocational funds (1,041). The total included 1,138 classified principals, 444 elementary and 894 high school.

Considering State-allotted teachers only, the tabulations show a drop for the first time since 1942-43 in the number of nonstandard teachers, those hold-

ing certificates based on training below college graduation. In 1942-43, the tabulations show, there were 1,961 teachers in this group. This number increased annually thereafter to 2,453, 2,842, 3,074 and to 3,470 in 1946-47. Last year the figure was 3,191.

In case of white teachers only, there was an increase in the number in this group, as follows: 1,022 in 1941-42, 1,234 in 1942-43, 1,929 in 1943-44, 2,410 in 1944-45, 2,650 in 1945-46, 3,115 in 1946-47, and 2,909 in 1947-48, a decrease of 206.

The tabulations show a decrease for each of these years in the case of Negro State-allotted teachers—from 1,125 in 1941-42 to only 282 in 1947-48.

The accompanying table shows a tabulation of State-allotted teachers in accordance with type of certificate held for recent years.

## CLASS OF CERTIFICATES HELD BY TEACHERS

TOTAL							
Year	G	A	B	C	Elem. A	Elem. B	None
1941-42	299	20,350	1,089	258	73	19	108
1942-43	479	21,004	1,371	399	57	27	107
1943-44	529	20,024	1,474	489	183	94	213
1944-45	545	19,608	1,526	570	253	163	330
1945-46	628	19,106	1,478	620	337	228	411
1946-47	683	19,093	1,612	700	375	274	509
1947-48	822	19,242	1,550	668	334	259	380

WHITE							
Year	G	A	B	C	Elem. A	Elem. B	None
1941-42	276	15,144	815	146	46	10	5
1942-43	430	14,814	815	303	47	20	49
1943-44	456	13,747	1,109	469	167	84	160
1944-45	445	13,251	1,235	502	238	154	281
1945-46	483	12,824	1,191	555	317	219	368
1946-47	493	12,795	1,369	648	357	267	474
1947-48	542	13,002	1,351	628	321	254	355

NEGRO							
Year	G	A	B	C	Elem. A	Elem. B	None
1941-42	23	5,806	874	112	27	9	103
1942-43	49	6,190	556	96	10	7	58
1943-44	73	6,277	365	80	16	10	53
1944-45	100	6,357	291	68	15	9	49
1945-46	145	6,282	287	65	20	9	43
1946-47	190	6,298	243	52	18	7	35
1947-48	280	6,240	199	40	13	5	25

## Department Makes Plans For New Publications

Plans are now being made for the preparation of five new publications by the Department of Public Instruction. These bulletins are: Arithmetic, Science, Social Studies, Health Education, and the School Lunch Program. Committees have been appointed to write these several bulletins, and it is expected that they will be printed and distributed to the schools for use during the 1949-50 school term.

## Board Defers Date for Meeting Requirement For Principal's Certificate

The effective date for meeting the requirement of a master's degree for a principal's certificate was deferred until September 1, 1949, by the State Board of Education at its May 19 meeting.

The Board also modified the certification regulations as to teachers who lack less than 12 semester hours of

## American Council on Education Announces 1949 Teacher Exam Program

Arrangements may now be made for the establishment of examining centers for the tenth annual administration of the American Council on Education's national teacher examinations. The teacher examinations are administered through the facilities of the Educational Testing Service, and examining centers are conducted in co-operation with school systems and teacher education institutions.

Many superintendents and boards of education require or advise applicants for teaching positions to present national teacher examination records. The examination results are used as one of the factors in teacher selection.

The teacher examinations also are administered in connection with teacher education programs in colleges and universities, both at undergraduate and graduate levels. Used in combination with additional information such as that provided by records of experience, academic marks, ratings of various aspects of personality, etc., the teacher examination results can contribute materially to the raising of standards of teaching.

The American Council on Education welcomes the use of its teacher examinations by any school system or college, *provided* assurance is given that the examination results will be *used wisely in combination* with other significant information concerning the prospective teacher.

Arrangements for the establishment of examining centers should be made by superintendents of schools and college officials before November 15, 1948. Correspondence regarding co-operation in the project may be addressed to: Director, National Teacher Examination Project, Educational Testing Service, 15 Amsterdam Avenue, New York 23, N. Y.

having qualified for the Class A certificate by extending the time when they may secure such credit until September 1, 1949, when they may be issued Class A certificates even though they may not have been awarded a degree. After September 1 this year all other persons who wish the Class A certificate must qualify by having a degree. Teachers who rate Emergency A, Emergency B and War Permit will be required to meet the regular renewal requirements before they will be issued the regular certificates, according to this amendment to the regulations.



## Congress Fails to Pass Federal Aid Bill

A special session of the 80th Congress called by President Truman adjourned on August 7 without enacting the Federal Aid to Education Bill which had been passed by the Senate at its regular session.

Twenty-one national organizations called on Speaker Martin to take the necessary steps to bring the Federal Aid to Education Bill before the House of Representatives for debate and action, but the House leadership refused to act.

## University Establishes School of Education

A School of Education to replace the existing Department of Education has been established by the University of North Carolina, it is announced by Dean Guy B. Phillips.

This forward step in the University's program of teacher education, Dean Phillips states, is designed to increase the power of the University at the undergraduate and graduate levels in the field of teacher education. The new School of Education will operate on a par with the School of Medicine, School of Law, School of Pharmacy, School of Public Health, and other professional organizations.

According to Dean Phillips, under the new set-up more guidance service can be rendered to undergraduate students and offerings to graduate students can be expanded. Then, too, a great many more services can be rendered to the public schools of this State and region.

"Some of the specific plans which we have made," Dean Phillips stated, "are the following: (1) We expect to enlarge the staff by the addition of capable, experienced and practical men and women who can help in the on-campus and off-campus activities. We are making a thorough search for the best talent in the country. (2) We expect to add staff to the school to provide for the education of teachers of special education, directors of guidance, supervisors of instruction, directors of visual aid, health educators, college teachers of education, and possibly other areas. (3) We plan to offer more continuous professional service to the school systems of the State and region. (4) We are now organizing a survey plan to assist in the examination of plants, personnel, instructional programs, and other activities. (5) We are increasing the number of undergraduate prospects and will give them first-hand experience as internes in school systems throughout the State."

## NATIONS TEACHERS RECEIVE AVERAGE SALARY OF \$2,362

The nation's public school teachers were paid an average salary of \$2,362 during 1947-48, according to a study made by the Arizona Tax Research Association. North Carolina teachers, the study reveals, received an average of \$2,016 that year.

The study further showed that among the states average salaries paid teachers ranged from \$1,425 in Mississippi to \$3,400 in New York. North Carolina's average, although below the

national average, is higher than adjoining states of Virginia with an average of \$1,950, Tennessee \$1,700, Georgia, \$1,650 and South Carolina, \$1,600. Florida's teachers were paid an average of \$2,200, the study shows. Texas, Louisiana and Oklahoma paid their teachers averages of \$2,500, \$2,189 and \$2,178, respectively.

The accompanying table indicates the average salaries paid in all states as revealed by the Arizona study.

### AVERAGE SALARIES PAID TEACHERS, 1947-48

(Compiled by the Arizona Tax Research Association)

State	Average	State	Average
Alabama	\$1,800	Nebraska	\$1,900
Arizona	3,272	Nevada	2,908
Arkansas	1,500	New Hampshire	2,100
California	3,300	New Jersey	3,000
Colorado	2,000	New Mexico	2,708
Connecticut	3,160	New York	3,400
Delaware	2,650	North Carolina	2,016
Florida	2,200	North Dakota	1,700
Georgia	1,650	Ohio	2,800
Idaho	2,069	Oklahoma	2,178
Illinois	2,172	Oregon	2,700
Indiana	2,906	Pennsylvania	2,527
Iowa	2,067	Rhode Island	2,850
Kansas	2,000	South Carolina	1,660
Kentucky	1,500	South Dakota	1,825
Louisiana	2,189	Tennessee	1,700
Maine	1,920	Texas	2,500
Maryland	3,323	Utah	2,900
Massachusetts	2,730	Vermont	3,000
Michigan	3,100	Virginia	1,950
Minnesota	2,150	Washington	3,200
Mississippi	1,425	West Virginia	2,100
Missouri	2,630	Wisconsin	2,300
Montana	2,600	Wyoming	2,050
United States			\$2,362

## Home Economics Teachers Hold Conferences

Vocational home economics teachers held conferences throughout the State during July and August.

Conferences were held at East Carolina Teachers College, Greenville, on July 26-30, at Woman's College, Greensboro, on August 2-6, and at David Millard High School, Asheville, on August 9-11, for white teachers, and at North Carolina College, Durham, for Negro teachers on August 16-20.

According to Catherine T. Dennis, State Supervisor of Home Economics Education, these annual conferences are a part of the training program of vocational home economics teachers.

## Resource-Use Commission Holds Work Conference

A work conference of the Resource-Use Education Commission and eight teacher-training institutions was held at Chapel Hill on September 1, 2 and 3. At this conference plans were made for specific projects in resource-use for 1948-49.

The meeting was attended by members of the Resource-Use Education Commission, staff members of teacher-training institutions, members of area committees on resource-use education, staff members of resource agencies, and members of the North Carolina Southern States Work Conference Committee on Resource-Use Education.

## U. S. Office Answers Questions Concerning Selective Service

Questions concerning selective service as it pertains to education were recently answered by the U. S. Office of Education. These questions and answers are as follows:

1. Question: What will be the effect of the draft on high school enrollment?

Answer: Practically none, since the law provides that high school students may have their induction postponed until graduation or until they reach their 20th birthday, or until they cease doing satisfactory work.

2. Q: What will be the effect of the draft on college enrollments?

A: It is believed that the effect will be negligible for the coming academic year. The law provides that the induction of a college student will be postponed until the end of any academic year in which he has already enrolled or until he ceases doing satisfactory work. Since induction under the Selective Service Act will probably not begin until some time in October, by which time practically everyone who is going to college will be enrolled, only those who do unsatisfactory work will be affected by the law.

Enrollments may increase to a certain extent because a limited number of men will prefer to postpone their induction for a time by entering college. Whatever increase may be effected by this factor may be counteracted by the fact that a number of men in the 18-year age bracket will enlist in the army rather than enroll in college, because by so doing they need serve only 12 months instead of the 21-month period that would be required of them if they were drafted after reaching the age of 19.

3. Q: Will the selectee under the Selective Service Act of 1948 be entitled to the same GI educational benefits that apply to veterans of World War II?

A: No.

4. Q: Are any college students automatically deferred?

A: Deferment is granted World War II veterans (except for certain limited classes), senior division ROTC students, and students preparing for the ministry upon individual application.

5. Q: Are medical students or students engaged in important scientific study or research to be deferred?

A: The President is authorized to provide for such deferments, but so far no such action has been taken. There will be no categorical deferments of such persons, but rather each will be deferred on the basis of his individual status.

## NCEA Announces District Meetings

The six district meetings annually held by the North Carolina Education Association have been announced. These meetings are as follows:

Western—Asheville, October 8.  
Southeastern—Lumberton, October 15.

Northeastern—Greenville, October 19.

Northwestern—High Point, October 22.

South Piedmont—Charlotte, October 29.

North Central—Raleigh, November 5.

Space for exhibits will be provided at each meeting.

6. Q: How many students at college register with their local draft boards?

A: They may register with the nearest draft board on registration day and their records will be forwarded to their own local boards.

## Schools Postpone Openings On Account of Polio Epidemic

Openings of schools were postponed this year in a majority of the units because of the polio epidemic. More than 1,700 cases had been reported at the end of August when authority for the delay in school openings was left with local school and health officials.

Announcement of whether State or local authorities would decide the question of delaying school openings was made by Dr. Roy Norton, State Health Officer, after conferring with State Superintendent of Public Instruction Clyde A. Erwin.

"Since there has been such a great variation in the number of cases in the number of counties," the statement read, "the date of opening of schools in each county is being left to the discretion of the local health officers and county superintendents of schools, along with the local board of health and board of education."

In 1944, when there was a similar epidemic, though not so widespread, the State Board of Education exercised its emergency powers in delaying the opening of all schools two weeks.

## Board Increases Funds for Instructional, Library Supplies

Allotments for instructional and library supplies for 1948-49 were increased to \$14 and \$8, respectively per teacher allotted in 1947-48 by the State Board of Education at its July 1 meeting. Allotments for these two purposes for the past year were \$12 and \$7, respectively.

Salaries of teachers, principals, superintendents and janitors remain the same. However, the budget adopted by the Board provided for 890 additional teachers.

## Educators Form Chapter Horace Mann League

A North Carolina chapter of the Horace Mann League of the United States was formed at Duke University, Durham, N. C., on Saturday, May 8. The meeting was called by B. L. Smith, who is first vice-president general of the national organization and a member of the State Chapter Committee of the League. Dr. Joy E. Morgan, Secretary-General, was present and spoke of the purposes of the organization and helped with the set-up.

The following officers were elected: Dr. A. M. Proctor, President; Supt. I. E. Ready, Vice-President; Prof. G. B. Phillips, Secretary, and Supt. L. S. Weaver, Treasurer.

It was decided to make the State dues \$2.50; the national dues are \$5, a total of \$7.50.

The Horace Mann League exists to perpetuate the ideals of Horace Mann, the founder of the American public school system, and the ideas and ideals of other educational leaders who have contributed to the development of the public schools. The purpose of the corporation is to foster and strengthen the American public schools and increase the esteem in which the public school is held and the appreciation of its importance among all Americans. The League believes that the public school system of the United States is an indispensable agency for the perpetuation of the ideals of our democracy and a most necessary unifying and dynamic influence in American life. According to the League's beliefs, our public schools should be free, classless, nonsectarian, and open to all of the children of all of the people. The schools should be dominated by such purposes as will insure the preparation of children and youth for effective citizenship in our democracy.

## Supt. Erwin Announces New Staff Members

State Supt. Clyde A. Erwin has announced the following new staff members of the State Department of Public Instruction: Madeline Tripp, Minnie Ruth Lawrence, J. P. Freeman, John Collin Noe, Mary Hines Leonard, and Mrs. Ruth Blackburn Ferguson. At the same time Superintendent Erwin announced the resignation of Sarah Burton Jenkins, Assistant State Supervisor of Home Economics Education, to accept the position as head of the Home Economics Department at Queen's College, and the transfer of F. D. Barker, Supervisor of Advisee, Training and Placement of Vocational Rehabilitation, to head the recently created Division of Special Education.

Miss Tripp succeeds Hartie S. Parrott, recently retired, as Associate Supervisor in the Division of Instructional Service. She has recently been employed as elementary supervisor of the Henderson City Schools. Prior to that she was supervisor of the Halifax County Elementary Schools, from 1945-47, and also a teacher in that system from 1924 to 1945. Miss Tripp attended St. Mary's School and Atlantic Christian College, where she graduated in 1938 with the A.B. degree. She has attended summer sessions at the University of North Carolina, Peabody College and the University of Virginia.

Miss Lawrence succeeds Marie McIver who died early this year as Supervisor of Negro Elementary Schools in the Division of Negro Education. Last year she was on the staff of North Carolina College, Durham. Prior to 1947-48, she was county supervisor for the Sampson County Negro schools. Miss Lawrence taught in the public schools of Wake County and Rocky Mount from 1935 to 1945. She received the B.S. degree from Hampton Institute in 1937 and the M.A. degree from Columbia University in 1945.

Mr. Freeman succeeds John L. Hathcock, who retired on July 1, as rating specialist in the Division of Professional Service. Mr. Freeman received his bachelor's degree from Wake Forest College in 1937. He was awarded the master's degree by the same institution in 1945. He has completed the major portion of the requirements for the Ph.D. degree at Peabody College. He taught in the Elizabethtown High School from 1937 to 1942 and was principal of that school from 1942 to 1946.

Mr. Noe comes to the Department to be Director of Safety Education, a newly created position. He received the B.S. degree from East Carolina Teach-

ers College in 1940 and the M.Ed. degree from the University in 1948. Mr. Noe has had various experience as teacher, coach, director of athletics and recreation in the public schools and the army.

Miss Leonard succeeds Miss Rose Mary Codell, who resigned several months ago, as Assistant Supervisor of Home Economics Education. Miss Leonard did her undergraduate work at East Carolina Teachers College. She was awarded the master's degree from the University, and has had several years experience as a teacher in North Carolina public schools.

Mrs. Ferguson succeeds Mrs. Will Frances Sanders, who recently resigned, as Assistant State Supervisor of Home Economics and State Adviser of Future Homemakers of America. She did both her undergraduate and graduate work at Woman's College. She has had several years teaching experience in the public schools of the State, having recently been head of the Home Economics Department of the New Hanover High School.

Mr. Barker, who becomes head of the Division of Special Education, has been with the Rehabilitation Division since 1943.

## N. Y. State Branch of UWF Offers World Gov't Script

The New York State Branch of United World Federalists offers a novel radio script on world government. The script explains step by step why the UN is failing to work and shows how world government will solve the problem of world peace.

The script is written in the form of a 15-minute round table discussion for four speakers and a chairman. A discussion guide accompanies the script so that speakers may add lib their remarks based on the facts contained in the script.

The script can be used on the air as a broadcast or off the air as an informal discussion in club meetings, community centers, school assemblies and classrooms. Teachers of current events, history, English, speech and debating will find the script of special value.

For a free copy, write to Gretta Baker, author of the script and former member of the faculty at New York University. Address Miss Baker at United World Federalists, 22 East 60th Street, New York 22, N. Y.

## Geographic School Bulletins Observe 30th Anniversary

The National Geographic Society announces that, for the 30th consecutive year, it will resume publication of the *Geographic School Bulletin* this fall. The 1948-49 volume will begin with the October 4 issue.

This year, as usual, each of the 30 weekly issues will contain five articles and seven illustrations or maps. Nearly 35,000 teachers used the bulletin last year for accurate, up-to-date material on places, peoples, industries, commodities, national boundary and government changes, and scientific developments in the news.

Upon payment of 25 cents, any accredited teacher, librarian or advanced student in the United States or its possessions may subscribe. Teachers may also obtain subscriptions for their pupils if copies are mailed in bulk to one address.

## 904 Students Enroll in Diversified Occupations Courses

There were 904 high school students enrolled in diversified occupation courses during 1947-48, it is shown by a tabulation of annual statistical reports from the 34 schools offering these courses. Six hundred fifty-eight of these students were white and 246 were Negro. There were 23 schools and 26 teachers for white students and 11 schools with 11 teachers for Negroes.

The diversified occupations program is promoted under the direction and supervision of the Division of Vocational Education, State Department of Public Instruction, by the Department of Trades and Industries. George W. Coggin is State Supervisor.

Under this program instruction is offered in the school, and the local industry is used as a laboratory where practical training is received. At the same time these students receive pay for this on-the-job training.

In 1946-47, Mr. Coggin stated, there were 31 schools offering a program of diversified occupations. Last year three new schools, High Point, Newton and Washington, were added, thus making 34 in all. Instruction was provided in 77 different occupations, ranging from accounting to window display. Enrollment in these various occupation courses ranged from one in brick masonry and several others to 195 in secretarial and office work, the most popular occupation.

Of the total 904 students enrolled, 502 were boys and 402 girls.



# STATE SCHOOL FACTS

## Cost of Vocational Education

A total of \$2,367,978.04 was spent for vocational education in 1945-46, \$1,844,791.85 in the 100 county units and \$523,186.19 in the 71 city units. Of this total, \$1,095,530.07 was for the benefit of the white race and \$462,387.97 for the Negro race.

Vocational education, as used in this paper, is the program promoted by the Federal vocational law. It includes specific programs in agricultural education, home economics, trades and industries, and distributive occupations. By far the largest programs in North

### I. AVERAGE PAID VOCATIONAL TEACHERS, SALARIES AND TRAVEL

Year	White	Negro	Total
1934-35	\$1,338.45	\$ 848.46	\$1,283.29
1935-36	1,489.49	902.08	1,439.85
1936-37	1,562.13	1,098.33	1,485.72
1937-38	1,621.12	1,098.33	1,485.72
1938-39	1,688.66	1,059.02	1,612.88
1939-40	1,689.57	1,075.69	1,602.49
1940-41	1,679.69	1,234.71	1,609.02
1941-42	1,890.52	1,445.49	1,811.37
1942-43	1,890.52	1,445.49	1,811.37
1943-44	2,053.33	1,523.60	2,077.83
1944-45	2,053.33	1,523.60	2,077.83
1945-46	2,301.44	2,232.02	2,285.59

### II. COST OF VOCATIONAL EDUCATION, COUNTY UNITS, 1945-46

Unit	WHITE			NEGRO		
	Total Cost	No. of Teachers	No. of Pupils	Total Cost	No. of Teachers	No. of Pupils
Albemarle	\$ 26,076.11	11	2,370.55	\$ 2,558.02	3	1,807.00
Alleghany	15,547.75	6	2,973.87	3,614.00	2	1,807.00
Arlington	26,874.60	10	2,687.46	11,203.26	3	3,734.40
Ashley	13,569.93	5	2,712.59			
Beaufort	16,148.82	8	2,018.00			
Bertie	13,494.32	6	2,249.05			
Bibb	19,552.84	6	2,495.05			
Brunswick	19,552.84	6	1,608.97			
Buncombe	56,006.50	24	2,332.56			
Burke	24,835.50	10	2,433.57			
Caldwell	9,315.56	5	1,863.11			
Camden	9,032.97	5	1,816.55			
Carteret	9,943.51	5	1,988.70			
Casswell			1,555.72	3,160.80	1	2,260.80
				3,160.80		2,260.80

Carolina are agriculture and home economics. The other two programs are carried out mainly in city units.

Table I

Table I gives the average cost of the total program in terms of amounts paid teachers from 1934-35 to 1945-46, inclusive. As this table shows, the program has grown when measured on this basis. The average cost per teacher in 1934-35 was \$1,283.29. In 1945-46 at \$2,285.59 this cost was approximately \$1,000 greater.

These average teacher costs include both salaries and travel. Teachers of agriculture are employed on a 12-month basis. Home economics teachers are paid on 10- and 11-month bases. Although, as the table shows, there was a great difference in the average cost paid white and Negro teachers in 1934-35 (nearly \$500), in 1945-46 this difference was less than \$80, which was due to differences in experience, training, travel necessities and supplementary funds.

Table II

This table shows the total cost, the number of teachers, and the average cost per teacher for white and Negro vocational education in the 100 county units during 1945-46.

The size of the program in each of these units may be ascertained by the number of teachers employed. There were 775 in all county units, 687 white and 118 Negro. Among these units the number for the white race ranged from one in Cherokee, Macon and Mitchell to 24 in Buncombe. For Negroes the number of such teachers varied from

one in a number of counties to six in Halifax, New Hanover, and Wake.

The following county units did not employ vocational teachers: Ashe, Burke, Camden, Clay, Dare, Johnston, Madison, Pamlico, Polk and Yancey. Jones and Wilkes each employed one Negro teacher, but no white teachers. Fifty-three of the 100 county units employed 118 Negro teachers.

Average cost per teacher in these units was \$2,357.68 in the case of white teachers and \$2,506.76 in the case of Negro teachers. For the white race this cost ranged from \$1,356.10 in Martin to \$3,529.73 in New Hanover. For Negroes the range was from \$1,644.80 in Davie to \$3,734.40 in Anson.

Table III

This table shows the same information for the 71 city units as was shown for county units in table II. The 261 teachers employed in these units were paid a total of \$523,186.19 in salaries and travel. Average per teacher cost for white schools was \$2,085.36; average for Negroes \$1,851.

Three of these units, Fremont, Lumberton and Newton, did not employ vocational teachers. Among the other 68 units the number employed ranged from one to 12 for white schools and from one to eight for Negroes.

Average cost in white schools ranged from \$1,277.50 in Cherryville to \$3,926.56 in Marion. For Negro schools the range in cost per teacher was from \$963.73 in Rocky Mount to \$3,000 in Elizabeth City.

[illegible]

# Lunchroom Program Reaches Seventy-One Per Cent School Children

## Other Growth Disclosed

Lunchrooms were operated and available to 514,518 school children, 71.3 per cent of the total average daily attendance last year, figures compiled by the School Lunch Program, a phase of the work of the Division of Vocational Education, State Department of Public Instruction, show. Only 2.1 per cent of the total average attendance where lunchroom facilities are available, the study shows, do not serve lunches. Lunchroom facilities were not available to 192,347, or 26.6 per cent of the total attendance.

Other facts revealed regarding the State's School Lunch Program were the following:

One thousand three hundred sixty-four schools operated lunchrooms, 1,121 for whites and 243 for Negroes.

Only 52 schools having facilities, 28 white and 24 Negro, did not operate lunchrooms.

One thousand seven hundred ninety-one schools, 435 white and 1,356 Negro, do not have lunchroom facilities.

## Board Adopts New Geography Textbooks

New geography textbooks were adopted by the State Board of Education at its July 21 meeting for use in grades four to seven.

"Geography Around the World," published by Rand, McNally & Company, was adopted as the fourth grade text. "American Nations," "Nations Overseas" and "United States in the Western World," published by Ginn & Company, are the names of the fifth, sixth and seventh grade texts, respectively.

These books will gradually replace the Barrows-Parker series of geographies published by Silver-Burdett Company, now on the list.

According to W. M. Jenkins, Director of the Division of Textbooks, who has charge of the purchase and distribution of these books, purchases of a supply of new sixth and seventh grade geographies will be made this year. Since the present supplies of fourth and fifth grade geography texts are ample for this year's use, none of the new texts for these grades will be stocked this year, Mr. Jenkins stated.

A total of \$5,477,913.81 was expended in the operation of this program. Of this amount the Federal government provided \$2,062,390.37.

Thirty-three million nine hundred five thousand four hundred nineteen lunches were served. Of this number, 2,015,447 were free.

The school lunch program, according to Mrs. Anne Maley, State Supervisor, does more than simply furnish a warm meal to the child. It seeks to improve the dietary and nutritional standards of school children, she says, through the serving of balanced noon-hour meals. It also provides an enlarged market for farm products.

An appropriation of \$2,512,041 has been made to North Carolina by the Federal government for operation of the 1948-49 program. Last month a movement was initiated to publish a bulletin covering every phase of the lunch program. This bulletin is to be printed and made available to all persons having any responsibility in connection with the program.

## President Calls 1950 White House Conference on Children and Youth

A mid-century White House conference has been called by the President of the United States for 1950.

According to Mrs. Tom Grier, Executive Secretary of the North Carolina Conference for Social Studies, this is to be a conference in reverse, with action starting in states and local committees—a conference geared to action two years in advance, and the actual work is being started now. In other words, Mrs. Grier states, once again representatives from all the states will gather at the White House in the fall of 1950, but this time they will report upon what has been done and plans that have been made up to the time of the meeting to improve opportunities for children. The discussion will center around concrete accomplishments, not theoretical plans, and this conference can be the stimulating basis for the interchange of ideas that have already worked.

The primary emphasis of this conference will be the child in his family and community. According to the United States Children's Bureau, "The purpose of the 1950 conference will be to evaluate progress made since previous

## Dept. Approves University Audio-Visual Truck Service

Attention has been called to the superintendents of the State to the audio-visual truck delivery service furnished to the schools by the Bureau of Visual Education at the University of North Carolina, Chapel Hill.

According to Dr. Highsmith who made the announcement, this truck delivery service affords the following specific advantages:

1. It provides teachers with the opportunity to use and evaluate large varieties of films, filmstrips and slides, without the trouble of servicing and repairing these materials.

2. It provides teachers with some inservice training on the philosophy of film utilization in the classroom.

Although not a part of this truck delivery service plan, Dr. Highsmith also called attention to the extension courses in audio-visual education which the Extension Division of the University offers with credit. Teachers interested in these courses should make inquiry to the Extension Division.

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conferences, to assess the status of services and opportunities provided children and youth in the United States and the problems affecting their welfare, and to point out the advance that can and should be made during the next decade."

In early April of this year a representative committee from each of the 48 states went to Washington to attend a conference on state planning for children and youth as a preliminary to getting work started in the various states on the 1950 White House conference. The following persons appointed by Governor R. Gregg Cherry attended from North Carolina: Mrs. Ernest B. Hunter, Charlotte, president of the North Carolina Congress of Parents and Teachers; Dean Ruth Rnsh, of Durham, president of the State Federation of Negro Women's Clubs; Forrest H. Shuford, Raleigh, State Commissioner of Labor; Dr. Carl V. Reynolds, Raleigh, former State Health Officer; and Dr. Ellen Winston, Raleigh, State Commissioner of Public Welfare. Out of this Conference on State Planning there has come a report entitled "Toward a 1950 Conference on Children and Youth," which is intended to aid states and community groups in planning for the 1950 conference.



## Library Pupil Assistants Organize

Approximately 135 library pupil assistants representing 30 high schools met in Statesville April 23-24 and organized the North Carolina High School Library Association. This association is sponsored by the School and Children's Section of the North Carolina Library Association. It has asked to be affiliated with the North Carolina Education Association.

The North Carolina High School Library Association has a threefold purpose: (1) To increase pupil interest and participation in school library work; (2) To promote better understanding and co-operation between local and State high school library clubs, and (3) To attract high type pupil library assistants and to arouse interest in the study of librarianship as a profession.

The new officers of the association are as follows: Henry Clark, Reidsville, president; Gene Witherspoon, Wilmington, vice-president; Joyce Lucas, Asheville, secretary; Peggy Maynard, Chapel Hill, treasurer, and Jeanne Belle Sherrill, Statesville, reporter.

According to Eloise Camp, School Library Adviser, State Department of Public Instruction, "This is one of the most satisfying developments in the history of North Carolina libraries."

## Dept. Makes Suggestions For Expenditure of Library Funds

Suggestions for the expenditure of State funds allotted by the State Board of Education for school library maintenance were made recently to superintendents by the State Department of Public Instruction. The allotment of library funds is based on the number of teachers allotted in 1947-48, \$8 per teacher this year instead of \$7 as was the case last year.

Purposes for which these funds may be expended in accordance with suggestions made by the Division of Instructional Service include the following:

1. Replacement of library books for pupils.
2. Subscriptions to magazines for pupils.
3. Rebinding of library books.
4. Library supplies for organizing the book collection.
5. Library book mending materials.
6. Other consumable library supplies, such as guides, folders, labels, etc.

## Committee Finds That Only One-Half Of N. C. Classrooms Are Adequate

Slightly less than half the elementary school classrooms in North Carolina are adequate in size, according to the Elementary Education Committee of the State Education Commission.

This committee has completed a study of 305 elementary schools in 16 administrative units of the State by visits, check lists and examination of the files of the State Department of Public Instruction.

The committee found that only about half of the classrooms and halls are neat and attractive; adequate hand-washing facilities are available in less than half the schools; only half the schools have adequate space for hanging pupils' wraps; and three fourths of the schools have practically no space for science collections and adequate storage of instructional supplies. Chairs and tables for group work are available in only one third of the schools.

Approximately two thirds of these schools have adequate playground space, but only 15 per cent of the same schools provide play equipment. About one third of the schools have beautified their outdoor surroundings with shrubs, trees and grass, the committee found.

"These findings demonstrate the importance of planning elementary schools as work centers for children," the committee said in a report to the Commission. "Future building plans should particularly give attention to provision of an attractive, healthful and spacious environment and to the need for building facilities which make possible a good elementary school. . . . Present facilities can be improved through provision of play equipment and a more attractive and healthful environment."

Materials of instruction are available, the committee said, but are not used to any great extent. Community resources are quite generally neglected, and more opportunities are needed for creative expression by children in art, music, and dramatics.

"The people of North Carolina have recognized the importance of elementary schools through high certification standards for elementary teachers, provision of a single salary schedule for all teachers, and provision of a school term of nine months for all children," the report said.

But it added, "Good elementary schools can be developed only if teachers have reasonable teaching loads. Great progress has been made in the past few years toward a reduction of the load of elementary teachers. More reduction is essential, however, if indi-

vidual attention is to be assured. Far too many elementary teachers in North Carolina are teaching 40 to 50 children."

The Elementary Education Committee is headed by Mrs. Gussie Parker, of Clinton. It is one of 15 committees taking part in the study of the public school system. The committees are reporting to the State Education Commission, which in turn will make recommendations for changes and improvements in the schools to the Governor and General Assembly.

## Library Workers Receive Scholarships

Fifteen persons who give regular assistance in school libraries were awarded \$50 scholarships to attend 1948 summer sessions at North Carolina State institutions. Seven other school library workers were given scholarships to attend a trained librarian's workshop held at Appalachian State Teachers College, August 13-14. This assistance was provided by the General Education Board.

According to Eloise Camp, School Library Adviser, State Department of Public Instruction, this fund has proved most helpful in recruiting new library personnel and as an incentive to those who wish to increase their library training.

The following persons received the \$50 scholarships: Appalachian State Teachers College—May S. Boone, Red Springs; Mrs. Frances S. Burton, Leaksville; Marjorie E. Fullam, Arden; Elizabeth M. Jarvis, Salisbury; Mildred Mullis, Morganton; Mrs. Ila Mae Roebuck, St. Pauls; Mrs. Margaret K. Rowell, Swannanoa; Roberta Spiers, Murphy; Mrs. Mildred L. Stryker, Yadkinville; Mrs. Christobel S. Wilson, Lumberton.

East Carolina Teachers College—Mary Kemp Bunn, Jonesboro; and Mrs. Katherine A. Perdue, Washington.

University of North Carolina—Rachel S. Martin, Greensboro; Aline Todd, Southern Pines; and Wynna Woolard, Burlington.

The following persons attended a workshop on August 13-14 held at Appalachian State Teachers College: Mrs. Hallie S. Bacelli, Greensboro; Coro P. Bomar, Chapel Hill; Jane Howell, Morganton; Margaret Kalp, Chapel Hill; Esther Kee, Belmont; Anne Pruitt, Smithfield; and Mrs. Stella R. Townsend, Greensboro.

## NEA Convention Sets Goal

A four-pronged drive to raise the standards of public school education throughout the United States was made at the 86th annual meeting of the National Education Association, held in Cleveland, Ohio, July 5-9.

Higher standards for teachers and administrators, smaller class sizes, salaries adequate to attract and keep competent teachers, and better housing for schools are the goals laid down.

The resolutions committee recommended a bachelor's degree as the minimum qualification for all teachers with an in-service educational requirement for additional work toward a master's degree or its equivalent; a halt to the issuance of emergency teaching certificates; reciprocity between states in such matters as certification and retirement; and minimum salaries with adequate annual increment "which recognize the services and responsibilities of the teacher and compensate for thorough professional training, extended graduate study, and years of experience."

Through its committee on international relations the NEA released a 240-page report on "Education for International Understanding in American Schools," based on a two-year study. Calling education for international understanding "an urgent and imperative responsibility of American schools," the report cautioned that many such programs today tend to be superficial and out of date—being too largely concerned with mere descriptions of the world and its peoples as they were before 1939."

Continued assistance in educational reconstruction of war-devastated countries was pledged by the NEA, which raised more than \$274,000 among its members for such aid last year.

Other major decisions made by the Representative Assembly included a resolution "to make the United States Office of Education an adequately financed independent agency headed by a national board of education." The stand of the National Education Association in support of Federal aid to education was reaffirmed. A resolution recommended that the public school program be expanded to provide summer camping, recreational and creative activities. Teacher merit ratings on anything else but a wholly objective measurement of professional preparation and successful experience were disapproved.

## American Education Week

November 7-13, 1948

### General Theme

*Strengthening the Foundations  
of Freedom*

### Daily Topics

Sunday, November 7  
Learning to Live Together

Monday, November 8  
Improving the Educational  
Program

Tuesday, November 9  
Securing Qualified Teachers

Wednesday, November 10  
Providing Adequate Finance

Thursday, November 11  
Safeguarding Our America

Friday, November 12  
Promoting Health and Safety

Saturday, November 13  
Developing Worthy Family Life  
*Sponsors of American Education  
Week*

National Education Association  
The American Legion  
United States Office of Education  
National Congress of Parents  
and Teachers

### Special Materials

The NEA is preparing special materials to assist local committees in the development of AEW observances. Such materials as a manual, poster, leaflets, stickers, radio scripts and spot announcements, movie trailer, mats for newspaper advertising, plays, packets and other items are available for distribution at nominal prices. Address: National Education Association, 1201 16th Street, N.W., Washington 6, D. C.

The Association urged an active program of selective recruitment of teachers to attract persons of scholastic ability, high character and integrity to the profession of teaching. The free public school was acclaimed the foundation of our American system of government, and schools were urged to accept the responsibility of educating youth in international understanding. The Association reaffirmed its belief in adequate preparedness for national security and called upon the Federal government to amend the income tax law so that teacher retirement income would be exempt from the Federal income tax up to the highest amount allowed on retirement income.

## Supervisors Hold Conference Oct. 1-2

Supervisors of instruction from the 22 county and city units employing such officials will meet in Raleigh, Education Building, on October 1-2, it is announced by Dr. J. Henry Highsmith, Director of Instructional Service, State Department of Public Instruction.

At this conference, discussions will concern the various aspects of the instructional program in the public schools. There will also be a report on the study of the schools now being completed by the State Education Commission.

In addition to Dr. Highsmith, who will direct the conference, State Supt. Clyde A. Erwin and Dr. W. H. Plemmons will take part in the program. Discussions will be led by the following Department of Public Instruction staff members: Julia Wetherington, Eloise Camp, J. E. Miller, A. B. Combs, J. L. Cameron, Madeline Tripp, W. M. Jenkins, and Mary Vann O'Brian. They will be assisted by the following consultants: Ella Stephens Barrett, Cora Lancaster, Frances Lacy, Margaret Philmont, Mrs. H. L. Hassell, Dr. H. Arnold Perry, and Mrs. Rosa J. Tillitt. There will also be a brief discussion of education in England by Elsie Allen, exchange teacher from Great Britain now teaching in the Raleigh public schools, and Mary Cannon, last year's exchange teacher to that country.

## Science Clubs Announce Westinghouse Scholarships

The Eighth Annual Science Talent Search is announced by Science Clubs of America. This search is offering \$14,000 in Westinghouse science scholarships and trips to Washington for the best essays on "My Scientific Project" by this year's high school seniors.

In the past seven years more than 2,000 students, because of their standing in this competition, have been offered scholarships in addition to the Westinghouse science scholarships.

According to Dr. J. Henry Highsmith, there are a number of boys and girls in North Carolina high schools eligible to enter this contest, and because it is a competition which can be correlated with science instruction, Dr. Highsmith believes a number of students from this State should participate. Further information may be obtained from Science Clubs of America, 1719 N Street, N.W., Washington 6, D. C.

## Erwin Cancels Conference Of Superintendents

Because of the polio epidemic throughout the State, the Superintendents' Conference scheduled to be held this year at Mars Hill College August 11, 12 and 13 was cancelled by State Supt. Clyde A. Erwin. "We hope," Superintendent Erwin stated, "to accomplish the same objectives in later meetings when the emergency has passed."

## 23 Get Certificates at Driver Institute

Twenty-three teachers and principals were awarded certificates for having completed the driver education and training course given July 22-28 at the University, Chapel Hill.

Those receiving certificates were: Garland Bailey, principal of Arthur School, Pitt County; Fred Bishop, teacher in the Roxboro School, Person County; Bernard Brigman, principal of Spring Creek School, Madison County; Gilbert A. Britt, principal of Griggs School, Currituck County; E. T. Campbell, principal of Long Hill School, Cumberland County; Joe L. Cashwell, principal of Grimesland School, Pitt County; W. L. Creel, teacher, Seven Springs School, Wayne County; Edward N. Farnell, principal, New Bern High School; Ola H. Forrest, principal, Pactolus School, Pitt County; Wade F. Fuquay, principal, Elt Whitney School, Alamance County; Clayton C. Gaddy, teacher, Lexington High School; Ollis D. Griffin, Highway Safety Division.

Verlin Hutchinson, principal, Elkin High School; G. B. Lamm, principal, Biscoe School, Montgomery County; Newman Lewis, principal of Chicod School, Pitt County; Mrs. Annie Ray Moore, School-Health Co-ordinating Service; W. J. Nichols, principal, Chowan High School, Chowan County; John Collin Noe, Safety Supervisor, State Department of Public Instruction; M. L. Rowland, principal, Mills School, Franklin County; Eden R. Tharrington, principal of Youngsville School, Franklin County; R. G. Thomas, principal, Walnut Cove School, Stokes County; Archie Walker, teacher, Mebane School, Alamance County; and George S. Watts, teacher and coach, Elkin School, Elkin, N. C.

The driver institute was held under the joint sponsorship of the State Department of Public Instruction and the School of Education of the University. Co-operating agencies were the Center for Safety Education of New York University, the State Committee for Traffic Safety, the Carolina Motor Club, and the State Highway Safety Division.

## Asheville Citizen Answers Publication's Argument Against Federal Aid

The Asheville *Citizen* has answered what it labels "An Absurd Argument Against Federal Aid" recently made by the publication *Friends of the Public Schools*.

Here is what the Asheville editor says:

A monthly bulletin calling itself *Friends of the Public Schools of America*, published in Chicago, sheds a tear over the plight of "Poor Little Texas! Poor Little North Carolina!" two states which would receive \$18,675,000 and \$22,828,000, respectively, under the proposed Federal aid to education bill, which *Friends* opposes.

It seems that we're not poor, after all. As for North Carolina (we will let Texas defend itself) *Friends* reasons:

North Carolina has made many multi-millionaires in the manufacture of cigarettes and other tobacco products. It is probable that North Carolina makes more of the billions of cigarettes used per year than all other states in the Union combined. . . . North Carolina has recently enacted laws making the rates of pay for teachers and length of school terms the same for Negroes as white persons. . . . We have not just now the figures of the increase in teachers' salaries, but it has been very decided. A slight increase in the taxes in both of these states (oil alone for Texas and cigarettes for North Carolina) would produce enough, if not more, than is needed to bring their schools up to the best in the United States. . . . These facts are just cited to show the absurdity. . . .

Indeed, they do show an absurdity. And more than one.

In the first place, North Carolina has not enacted laws in regard to length of school term and teacher pay on the basis of race. Around 1940, following a Supreme Court opinion requiring equal pay, the State began a gradual equalization program which was completed in 1944. There has never been any distinction under State direction in the length of school terms for either whites or Negroes.

North Carolina is already spending 75 cents out of every dollar of tax money for public education. In the current year it is spending about \$65,000,000 for this purpose, or more money than was collected in the whole General Fund for any year prior to 1944.

What more is needed? Granted that there is much more. North Carolina, like most other Southern states, faces the problem of a disproportionately large child population with less income

to spend in educating these children. Yet its tax collections are the highest of any Southern state save Texas; and its per capita State tax is \$44, or only \$1 below the national average.

North Carolina's corporation taxes are high. Tobacco, its principal manufacturing industry, contributed heavily to the 21.8 million dollars collected in 1946, a figure, by the way, which was in excess of the corporate collection in Massachusetts.

In the states which are relatively poor in per capita income but are highly populated with children of school age, there is no hope of equalization with the rest of the nation save through the Federal aid principle. There is no tobacco excise tax in North Carolina on the reasonable ground that the State already exacts a heavy income tax on a home industry. Are we to tax our industries to extinction to satisfy the absurd conclusion that North Carolina is just talking po' mouth, but is really rich?

## Former Staff Member Goes to Ohio State

William B. Logan, formerly in charge of the program of distributive education in the Division of Vocational Education, has been appointed instructor and teacher trainer in distributive occupations on the staff of the Department of Education at Ohio State University. He took over his new duties during the summer.

The position to which Mr. Logan has been appointed was established through the co-operation of Ohio University with the State Department of Education, Division of Vocational Education. He will organize and direct a teacher-training program for teachers of salesmanship, merchandising, and other retail-training subjects in secondary schools and colleges of Ohio. In addition his services will be available to retail associations and stores for the organization of training programs for employees.

A native of Asheville, N. C., Mr. Logan received his A.B. at Furman University in Greenville, S. C., and was awarded his M.S. at the University of North Carolina in 1943. He goes to Ohio from Woman's College, where he was teacher trainer for the Distributive Education Service in the Department of Business Education.



# SCHOOL BOARD ASSOCIATION OUTLINES LEGISLATIVE PROGRAM

## Executive Committee Announces Plan of Action

A program of action with respect to legislative measures concerning the public schools was authorized by the Executive Committee of the North Carolina School Board Association at a meeting in Chapel Hill on August 5.

The president of the association, Henry A. Scott, Chairman of the Alamance County Board of Education, was empowered to appoint a legislative committee which would assume responsibility for preparing appropriate legislative proposals to be presented to the annual State meeting to be held this fall.

At the Chapel Hill meeting the executive committee met with the presidents of the eight district organizations. The major issues discussed centered around the following topics: (1) The responsibility of the State for capital outlay funds for school buildings and equipment; (2) the responsibility of the State for a program of supervision of instruction at the State and local levels; (3) teacher welfare provisions, such as salaries, teacher load, sick leave, methods of pay, and housing; (4) problems of teacher supply, including training, recruitment and placement; and (5) the study of administrative problems having to do with the superintendents and principals, the maintenance of school buildings, the surveys in connection with reorganization, and other major issues.

Other matters discussed by this committee were the following:

It was decided that the president and the executive secretary should set the date of the annual meeting to be held in Chapel Hill some time during the latter part of October or the first part of November. At this meeting the school board members and the school committee members throughout the State will be present.

Attention was called to the meeting of the National School Board Association which is to be held in St. Louis in February. Dr. D. J. Rose, a member of the State Executive Committee, is president of the National Association. All school board members are invited to attend this national conference.

It was announced by the executive secretary that plans had been worked out with State Supt. Clyde A. Erwin and L. H. Jobe, of the Division of Publications, State Department of Public Instruction, to provide for the pub-

lishing of special news items and information about the North Carolina School Board Association in the NORTH CAROLINA PUBLIC SCHOOL BULLETIN, which is issued by the State Department. Arrangements have been made to extend the circulation for this BULLETIN so as to reach a large number of school board members in the State. The office of the School Board Association will furnish certain items from time to time which will appear in the BULLETIN.

Officers of the Association are as follows: H. A. Scott, president, Haw River; R. L. Noblin, vice-president, Oxford; Guy B. Phillips, executive secretary, Chapel Hill; Temple Gobel, secretary-treasurer, Chapel Hill; and D. B. Bryan, Wake Forest; D. J. Rose, Goldsboro; S. E. High, Sr., Wilson; M. A. Stroup, Cherryville; and W. A. Dees, Goldsboro, board members.

Mr. Scott is serving his second year as president of the State organization. Professor Phillips has acted as executive secretary since the organization of the association in 1937.

Officers of the eight district organizations which were organized in the spring of 1948 are given below:

District 1—H. R. Paschal, president, Washington; Thomas Chears, vice-president, Edenton; Supt. E. A. West, secretary, Washington.

District 2—Earl W. Faires, president, Wallace; O. L. Russ, vice-president, Jacksonville; Roy Carter, secretary, Wallace.

District 3—Dr. R. L. Noblin, president, Oxford; Mrs. W. C. Pressley, vice-president, Raleigh; Supt. J. O. Sanderson, Raleigh.

District 4—R. J. Lamb, president, Whiteville; I. B. Julian, vice-president, Lakedale; Mrs. Frank B. Stacey, secretary, Laurinburg.

District 5—J. M. Geer, president, Leaksville; George C. Neal, vice-president, Graham; E. E. Bradsher, secretary, Roxboro.

District 6—Van Covington, president, Gastonia; George B. Snuggs, vice-president, Wadesboro; B. W. Dickson, secretary, Shelby.

District 7—C. H. Dearman, president, Statesville; J. M. Morrow, vice-president, Mooresville; Mrs. J. P. Horton, secretary, North Wilkesboro.

District 8—Bruce Drysdale, president, Hendersonville; Paul Young, vice-president, Swannanoa; Mrs. E. G. Lee, secretary, Asheville.

## Note

We are glad to include, beginning with this number, more material concerning the school boards and their activities. With the co-operation of the North Carolina School Board Association we are adding the names of school board members to our mailing list to receive this publication.

## Dr. Rose Heads National Association for 2nd Year

Dr. D. J. Rose, the former president of the North Carolina Association, is serving his second term as president of the national organization. He has exerted a strong influence throughout the nation on major issues of public education. He was a guest speaker on the program of the American Association of School Administrators last February in Atlantic City.

Members of the North Carolina school boards should be interested in the fact that the national association is composed of representatives of 33 state associations. This national association was formed several years ago to provide a medium of exchange of ideas and programs throughout the nation. Meetings are held annually, reports and bulletins are issued, and general conditions on a national level are discussed.

## Louisiana Association Issues Monthly Journal

The Louisiana School Board Association, organized just a few years ago, is now publishing a monthly journal which has a great deal of material of interest to the average school board member throughout the state. This is a bulletin of approximately 40 pages dealing with the work of the school officials of the State of Louisiana. Other states publish monthly bulletins dealing with the problems of school administration and operation. Beginning with this number, members of the North Carolina organization will receive the NORTH CAROLINA PUBLIC SCHOOL BULLETIN, which includes material of interest to all people engaged in school work.

The district organizations meet once each year in the spring. At this time programs of the association are discussed and plans made for the State meeting in the fall.

# THE ATTORNEY GENERAL RULES

## Transfer of Funds Derived From Fines, Forfeitures, Etc., to Capital Outlay Budget.

*In reply to inquiry:* I acknowledge receipt of your letter of July 13, 1948, in which you state:

"I shall appreciate your furnishing me with a legal opinion in answer to the following question: Is it legal to use revenue from fines, forfeitures, penalties, dog taxes, poll taxes, originally budgeted in the current expense budget for repairs and maintenance of the buildings and grounds, for the purpose of meeting capital outlay expenditures such as the purchase of an original school bus?"

I assume that your inquiry is prompted by Superintendent..... of the ..... County Schools, who wrote this office some days ago raising this same question.

Superintendent..... stated in his letter to this office that

"The..... County Local School Fund Budget set up the amount of \$4,000 as the expected sum to be derived from fines and forfeitures. The collections from this source amounted to more than \$20,000. The total current expense income, including fines and forfeitures, amounted to slightly more than \$23,000 above the Current Expense Expenditures Budget. The County Board of Education and the Board of County Commissioners by appropriate orders and resolutions amended the Local School Fund Budget by transferring \$5,000 of this excess revenue to the Capital Outlay Fund for the purpose of purchasing two additional school bus units. The State Board of Education has questioned the legality of this transfer and has withheld its approval."

Of course, I did not attempt to answer Mr..... question since it was a matter that had already been passed on by your board.

It has always been my understanding that a board of county commissioners, as the tax-levying authority of the county, could authorize the transfer of surplus funds from one item to another in which there appears to be a deficit in the school budget. It appears from Superintendent..... letter that there is a surplus of some \$23,000 in the current expense budget

derived in part from fines and forfeitures, and that the county board of education and the board of county commissioners by appropriate resolution have amended the local school fund budget by transferring \$5,000 of this surplus revenue to the school capital outlay fund for the purpose of purchasing two additional school buses, but that such transfer has been questioned by your board.

I assume that the position of the State Board of Education is that the use of funds derived from fines and forfeitures is confined entirely to maintenance of plant and fixed charges. I think that this is a rather strained interpretation of the pertinent statute which seems to merely provide that objects of expenditure for maintenance of plant and fixed charges shall be supplied from funds required to be placed to the credit of public schools of the county and derived from fines, forfeitures, penalties, dog taxes, etc. The pertinent part of this section reads:

"The objects of expenditure designated as maintenance of plant and fixed charges shall be supplied from funds required by law to be placed to the credit of the public school funds of the county and derived from fines, forfeitures, penalties, dog taxes, and poll taxes, and from all other sources except state funds."

It will be noted that this quotation does not require that all the funds derived from fines, forfeitures, etc., shall be used for maintenance of plant and fixed charges, but that such charges shall be paid from such funds. It therefore seems to me, that if a surplus exists in the sum allocated for maintenance of plant and fixed charges and that a deficit exists in the capital outlay account, that upon request of the county board of education, the board of county commissioners, by proper resolution could transfer surplus funds from the maintenance of plant and fixed charges account to the capital outlay account. However, since the State Board of Education is required to approve all county school budgets, I think that such transfer would likewise have to be approved by the State Board of Education.

As pointed out by the Attorney General in his letter to Dr. Clyde A. Erwin dated June 25, 1947, even if it "be doubted whether or not the statute,

## Double Office Holding; City Commissioner; Member of County Board of Education; Member of a Local School Committee; Chairman of Local Party Precinct Committee; Member of Party County Executive Committee; Mayor.

*In reply to inquiry:* In your letter of the 22nd of June, 1948, you enclose a copy of a letter from..... wherein he inquires if the above-named offices are public offices within the meaning of Article XIV, Section 7, of the Constitution, which prohibits double office holding.

All of the offices listed above except that of chairman of a local party precinct committee and membership on a county party executive committee are public offices within the constitutional prohibition against double office holding, and no person may hold more than one of these offices at the same time.

With respect to chairmanship of a local party precinct committee and membership on a county party executive committee, you are advised that acting as a member of a political party precinct committee is not holding an office in the sense used in the constitutional provision against double office holding. This is not in any sense a public office but only a part of the organization of a political party, which is entirely different.—Attorney General, June 23, 1948.

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G. S. 115-356, permits the transfer of fines, forfeitures, etc., for a purpose other than current expenses, any question about this could be removed by the board of county commissioners leaving the surplus in this fund as a credit against taxes which would be levied for next year for current expense and appropriating capital outlay funds in an equivalent amount, to be provided by tax levy. This could be done without increasing the tax levy and without any possible conflict with the statute.—Attorney General, July 21, 1948.

## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, Sept. 1933)

North Carolina, through its "Schools-at-War" program, purchased \$10,305,000 worth of stamps and bonds during the school year 1942-43.

Carl H. Walker, principal of the Bailey High School, Nash County, has been employed to succeed C. G. Madrey, who resigned to go into farming, as field representative for the Division of Textbooks.

Thomasville's first nursery school will open Wednesday morning (Aug. 1), it was recently announced by Supt. M. T. Lambeth.

### 10 Years Ago

(N. C. Public School Bulletin, Sept. 1923)

The Boone Conference of Superintendents and Administrators was a success from every standpoint.

More than 43,000 men and women were enrolled in WPA Community Schools in North Carolina during the past year, according to a recently issued report of the WPA Education Division.

Thirty-three new home economics departments have been added to schools this session, making a total of 606 teachers employed this year in the secondary field.

The new Handbook for Elementary and Secondary Schools has been distributed in quantity to the superintendents for the use of teachers and principals.

Twenty-one county and city school systems in North Carolina have already had their applications approved for participation in the State-aid program of adult education during the 1938-39 school year.

Chapter 379, Public Laws of 1937, provides for the appointment by the Governor of "a commission to examine and report upon the public educational system and make recommendations with respect to the same." Under this authority the Governor has appointed the following persons as members of this body:

Dr. Julian S. Miller, Charlotte; Prof. Guy B. Phillips, Chapel Hill; Prof. Holland Holton, Durham; Supt. J. H. Rose, Greenville; Supt. J. H. Grigg, Shelby; Mr. H. E. Stacy, Lumberton; Mrs. H. G. Etheridge, Asheville; Mr. George Ross, Jackson Springs; Mr. Ben Cone, Greensboro.

### Schools to Observe Constitution Day

Constitution Day will be observed this year on September 17. The schools are being asked by State Supt. Clyde A. Erwin to observe this day by appropriate exercises.

Constitution Day is sponsored by the National Society of the Sons of the American Revolution. S. Denmead Kolb, Chairman of the Constitution Day Observance Committee, says, "Never in the history of our country has the danger to the American way of life been so great. . . . With the youth of our nation lies the destiny of the world of tomorrow. The schools of our country have it within their power to preserve and perpetuate those things which have made our nation great."

### Board Revises Substitute Teacher Regulations

Revised substitute teachers regulations were adopted by the State Board of Education at its July 1 meeting. Copies of these revised regulations have been printed and furnished to all superintendents by Controller Paul A. Reid.

The principal change in the regulations, according to Mr. Reid, is Section 5 dealing with the absence of the teacher with pay. According to the revised section all substitute teachers are to be paid by voucher issued from the superintendent's office rather than by regular teacher as heretofore.

### Units Elect New Superintendents

Four units will have new school superintendents this fall—Jackson, Perquimans, Tryon and Rockingham (city).

W. V. Cape succeeds Frank M. Crawford in Jackson County.

J. T. Biggers takes the place of F. T. Johnson of Perquimans, who has retired.

W. A. Schilleter, who several years ago was at Tryon, returns to that unit, succeeding L. K. Singley.

J. E. Hummerycutt succeeds L. J. Bell in Rockingham. Superintendent Bell retired at the end of the school year.

## MAKING TODAY'S NEWS

Guilford. Dr. Clyde Erwin, State Superintendent of Education, will name a study committee to do research on a plan for consolidating Guilford County high schools with enrollments less than 125.—Greensboro Record.

Macon. A movement is on foot here to raise enough money by donations to materially supplement the State salary of a teacher of physical education.—Franklin Press.

New Hanover. Supt. H. M. Roland says teachers are resigning in Wilmington and New Hanover County because they can get more pay in other State cities.—Hickory Record.

Robeson. Action to force officials of Lumberton and Robeson County to provide "equal" educational facilities for Negro children at Lumberton has been taken with the filing of the first suit of that kind in Federal Court in North Carolina, local court officials said yesterday (Aug. 5).—Raleigh News and Observer.

Charlotte. A test case in the courts to determine whether the local government officials have the legal right to divert bond money from one school construction project to another such project was in process of preparation yesterday (Aug. 2) after the county commissioners had declined to sanction the projected diversion by the city school board.—Charlotte Observer.

Henderson. At a special meeting today, the Vance Board of County Commissioners requested the board of trustees of the Henderson city schools to call for bids at the earliest possible time for construction of one eight-room school for Negroes on the west side of town, and authorized immediate purchase of the proposed site for that school on West Rock Spring Street near Henderson Institute.—Henderson Dispatch.

Hickory. Notification has been received from the North Carolina Department of Public Instruction that Oakwood and Westmont schools have been accredited—making eight accredited elementary schools for the Hickory city system.



## ERWIN POINTS OUT EDUCATIONAL PROBLEMS

### Requests Cooperation In Their Solution

Before the Raleigh Kiwanis Club on September 10, State Superintendent of Public Instruction Clyde A. Erwin pointed out some of the problems faced by the State in its efforts to provide equality of educational opportunity for North Carolina boys and girls, and asked for cooperative effort in the solution of these problems.

Problems cited by Superintendent Erwin that need to be solved in order to strengthen education were the following:

1. *Training of teachers.* "The most reliable figures indicate," he stated, "that we now have employed in the public schools of our State approximately 2000 non-standard teachers who are teaching approximately 100,000 children. This shortage of trained teachers, Supt. Erwin stated, is due to two main reasons: low salaries and poor teaching conditions. The latter includes overcrowded classrooms, inadequate and poorly equipped schoolhouses, and unsatisfactory tenure and salary payment conditions. In this connection, Supt. Erwin pointed out that many of the best trained teachers are going to other states where salaries are higher. Our teaching load of slightly less than 33, he said, is highest in the nation.

2. *Adequate buildings.* One of our greatest needs is more adequate provision for comfortable and well-equipped school buildings in which to house our children. Supt. Erwin stated. "There is inequality among the counties of the State in the provision of such facilities," he said. "Surveys made recently indicate that more than \$150 million in school buildings, construction and modernization is needed to bring our facilities up-to-date." He recommended a State appropriation of \$50 million in aid in a program to meet this need.

3. *Health and Physical Education.* "The need for this program is obvious to those who have studied the situation," Supt. Erwin stated. "In my opinion an immediate appropriation of \$1,000,000 is needed if we are really to come to grips with this problem.

### Administrative Conferences Held

Administrative conferences for elementary and secondary principals were held during August and September under the direction of the Division of Instructional Service, Department of Public Instruction. These meetings were held to promote and stimulate more effective teaching, organization and administrative in all our schools, according to Dr. J. Henry Highsmith, Director of the Division.

Topics discussed in the various county and city units were: Improving instruction, improving school organization and administration, findings and recommendations of the State Educational Commission as they concern instruction, and accreditation of elementary and secondary schools.

4. *Supervision of instruction.* On this point Supt. Erwin advocated, "An adequate program of supervision to coordinate and unify the instructional effort in our public schools to the end that we may reap the full benefit of the money which we invest in the education of our children, and that classroom achievement in one section of North Carolina may mean the same in terms of standards and objectives as classroom achievement at the same level may mean in some other section."

5. *Compulsory Attendance.* "We need an adequate program of compulsory attendance enforcement," he stated. "A State which proposes to spend \$100,000,000 or more on its public school program cannot fail to see that the benefits of this program are guaranteed to every child, and that no child because of his own indifference or the indifference of his parents shall be denied that which has been made available by an interested State.

6. *Vocational education.* "We also need a greatly strengthened program of vocational education," Supt. Erwin concluded. "In a technological age which shows no indication of decline in its advance, we must give more training in the vocational field."

## American Education Week Stresses Freedom Theme

Emphasis of American Education Week, November 7-13, is upon the role of education in *Strengthening the Foundations of Freedom*, it is announced by Agnes Samuelson, Assistant Editor, Journal of the National Education Association. The daily topics, Miss Samuelson states, gear into this theme by pointing up critical areas in which speedy advances must be made if schools and colleges are to be equipped in terms of the size of their tasks.

The 1948 program is the 28th observance of American Education Week. This celebration is held in November beginning on Sunday of the week which includes Armistice Day. It is sponsored by three national organizations with over nine million members: the National Education Association, American Legion, National Congress of Parents and Teachers; and the U. S. Office of Education.

While the problems facing the schools are continuous, the values of American Education Week for focusing the attention of the nation upon them are enormous. American Education Week is a good time to review the place of education in the lives of children and the security of the republic, appraise current programs in the light of new needs and conditions, and plan new lines of action. If every school and college participates effectively, significant results can be expected during the entire year.

## FEATURES

	Page
Erwin Points Out Educational Problems .....	1
Misplaced Emphasis (Editorial) ..	3
Public Schools Take 38.3 Per Cent of Expenditures from All State Funds.....	4
Schools Spend \$60,598,108.92 from Nine Months School Fund	6
Annual State School Board Association Meeting to Be Held in Chapel Hill, Thursday, Nov. 11 14	

## *Superintendent Erwin Says . . .*

"Strengthening the Foundations of Freedom" is the general theme of American Education Week which will be observed this year on November 7-13. This theme is buttressed by seven daily topics, as follows: Learning to Live Together; Improving the Educational Program; Securing Qualified Teachers; Providing Adequate Finance; Safeguarding Our America; Promoting Health and Safety; and Developing Worthy Family Life.

"Strengthening the Foundations of Freedom" is an important theme, one that is very significant to the times in which we are now living. The daily topics are equally significant, in that they imply where we must look for the strength needed to uphold and defend our democratic way of life—the church, the school and the home. At the moment our concern is with the second of this great triumvirate. The public schools, in my opinion, hold the key to the question as to whether democratic government will continue in this great country of ours on the foundations upon which our forefathers have built, or whether these foundations of freedom will be destroyed by some foreign form of government, incompatible and contrary to our whole philosophy of life.

American Education Week is simply an opportunity to present to the public the importance of our schools in preserving our form of government and our way of life, whose foundations we believe are sound. Therefore, visits to the schools during this week should be encouraged, discussions should be arranged, talks over the radio and before civic groups should be given, sermons should be delivered, and full information concerning public education should be made available to the public.

The public school is a force that reaches far out beyond the community in which it is located. It is the means by which we can learn to live together happily and peacefully. Let's help strengthen our public schools, and thus strengthen the foundations of our freedom!

### **NORTH CAROLINA PUBLIC SCHOOL BULLETIN**

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State Superintendent of Public Instruction

EDITOR:

L. H. JOBE  
Director, Division of Publications



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# . . . . . Editorially Speaking . . . . .

## Misplaced Emphasis

*(Guest Editorial)*

It is unfortunate that North Carolina's public school needs have become confused with teachers' salaries, as if teaching, rather than the product of teaching, were the thing for which money is appropriated.

In a very real sense the General Assembly doesn't appropriate any money for teachers' salaries; the appropriations are made for pupil instruction, for pupil facilities, for pupil comforts.

There is a vast need for a conversion of our thinking on this matter, from a per-teacher to a per-pupil basis. Schools are not run for teachers, no more so than they are operated for those who render janitorial service or provide electricity or coal or water or other requisites.

But unfortunately the battle for improved schools—for North Carolina's children—has had to be fought largely by the teachers, when it should have been a battle joined by every citizen interested in better education for the State's boys and girls. That the teachers have not shirked, that they have stood steadfast often in the face of false accusations and when their motives have been misconstrued, is all to their honor and credit.

Perhaps the State's approach to its responsibility in public education will always be largely negative—to a striving for minimum standards—until the General Assembly makes its appropriations on the basis of annual per-pupil expenditures, without regard for teachers' salaries. Then, perhaps, expenditures for schools will be viewed as money with which instruction is bought for the pupils rather than as money paid out to teachers.

That approach, it seems to us, will result in a determination of the needs of the pupils of the State in advance of suggestions as to specific appropriations. And after such needs are determined the General Assembly might then approach the question of available money re-

## Teacher Recruitment

Because of the shortage of adequately trained elementary teachers, presently employed high school teachers should assist in the recruitment of teachers for this field, by beginning now to observe high school students, and to encourage those who appear to have the necessary aptitudes and who, with further training, appear to be "good material" for the teaching profession. Of course, what is done now will not be felt until four or more years from now when such students shall have completed their college training. The point is, however, that teachers, who observe these students day by day, perhaps more than any other persons, are in a better position to judge as to their capabilities and possibilities, and therefore by skillful guidance can help to improve still further the average training of our teaching force.

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sources with something more to guide its thinking than the opinions of the administration or the force of a lobby.

The study now being made by the State Education Commission, headed by Senator R. Grady Rankin of Gaston County, should go far toward determining the pupil needs—instructional, physical facilities, and others. It might well be used to lift the emphasis in North Carolina public school financing off the backs of the teachers and put it on the heads and hearts of the pupils. If such is the result, none will have more cause to rejoice than the teachers.

This newspaper expects to continue to share with the teachers their struggle for equitable and just recompense for their services, but it appears to us that the matter of salaries will be adequately taken care of once the General Assembly has discharged its responsibility through a placing of proper emphasis on the annual per-pupil expenditure.—Charlotte Observer, August 21, 1948.



## Teachers Receive First Month's Salary Early

Because of the polio epidemic which delayed the opening of schools throughout the State, teachers received their first month's salary check at the end of two weeks in accordance with action of the State Board of Education on September 10. Second month's pay check will be at the end of the first seven weeks, the Board authorized.

This provision for advance payment of teachers' salaries followed a similar rule made in 1944, when all schools were delayed two weeks.

The Board denied the request of school authorities from Guilford, Lincoln, Mecklenburg and Charlotte units to count two-day workshops held prior to the opening of schools as regular school days.

Applications for loans from the State Literary Fund for the Atkinson and Burgaw schools in Pender County in the amounts of \$2,200 and \$9,215, respectively, were approved.

## Ladies Auxiliary Offers Cash Prizes

A \$1,000 cash prize will be won by some high school student in the United States during 1948-49 for writing the test essay, not exceeding 1,000 words, on the subject of, "My Part in America's Future." Principals and teachers are asked to inform their students about this opportunity and urge their participation.

The sum of \$1,000 in cash is the first prize in the 1948-49 National Essay Contest sponsored by the Ladies Auxiliary to the Veterans of Foreign Wars of the United States. Other prizes in this fourteenth annual competition are \$500, second award; \$250, third; \$100, fourth; ten consolation awards of \$10, and ten more of \$5. The first four winners will also receive gold medals.

The prizes offered in this contest should be especially interesting to high school students wishing to obtain a higher education. The awards will be distributed without restrictions as to how this money is to be expended. The amounts involved will help winning students launch successful college careers.

A folder containing complete information in reference to the rules and regulations of this contest may be obtained from the Essay Contest Chairman of local units of the Ladies Auxiliary, or by writing to National Headquarters, Ladies Auxiliary, Veterans of Foreign Wars of the U. S., 406 West 34th Street, Kansas City 2, Missouri.

## Public Schools Take 38.3 Per Cent Of Expenditures from All State Funds

### Highways 43.1 Per Cent; Institutions, Departments, Etc. 18 Per Cent; Agriculture .6 Per Cent

The public schools took 38.3 per cent of State expenditures during 1947-48, an analysis of statements on the condition of the three State funds—Agriculture, Highway and General—issued by the Budget Bureau shows.

Expenditures from the General Fund were 56.3 per cent of the total; highways expenditures represented 43.1 per cent of the total; and agriculture .6 of one per cent. Educational, charitable and correctional institutions, departments, courts, State aid, etc. took 18 per cent of the 56.3 per cent from the General Fund after deducting 38.3 per cent for the public schools.

Total expenditure from all sources, the Budget Bureau statements show, amounted to \$163,651,544—\$1,027,417 from the Agricultural Fund, \$70,605,889 from the Highway Fund, and \$92,018,238 from the General Fund. The total expenditure for public schools amounting to \$62,655,102 came from the General Fund.

An analysis of the General Fund alone shows that the public schools received 68.1 per cent of the total expenditure from this fund. This is slightly less than the proportion received the year before when the public schools took 71 per cent of all expenditures from this fund.

The accompanying tables show (I) a summary of the three State funds as to availability, expenditures and balances for the past three fiscal years; (II) the condition of the General Fund—availability, expenditures and balances—by objects for these three years.

It will be observed that the largest part of the income of the General Fund is realized from income, sales and franchise taxes. All of these sources of income, as well as license taxes and insurance, show increasing trends.

The total income for the year 1947-48, it is noted, was \$129,568,152. This amount plus the balance carried forward made a grand total availability of \$172,111,870.

Not including the Post War Reserve Fund, a balance of \$49,675,214 remained in this Fund on June 30, 1948.

### I. AVAILABILITY OF AND EXPENDITURES FROM ALL STATE FUNDS

	1945-46	1946-47	1947-48
<b>A. Agriculture Fund:</b>			
Credit Balance July 1 .....	\$ 792,905	\$ 902,781	\$ 940,175
Total Revenues .....	833,962	910,908	892,881
Availability .....	\$ 1,626,867	\$ 1,813,689	\$ 1,833,056
Expenditure .....	724,086	873,514	1,027,417
Balance, June 30 .....	\$ 902,781	\$ 940,175	\$ 805,639
<b>B. Highway Fund:</b>			
Credit Balance, July 1 .....	\$ 46,816,251	\$ 50,821,491	\$ 40,917,562
Motor Vehicle Revenue .....	44,175,032	53,359,869	57,481,379
Other Revenue .....	3,005	5,395	18,695
Federal Aid .....	11,459,610	11,376,902	11,020,720
Availability .....	\$102,453,898	\$115,563,657	\$109,438,356
Expenditure .....	51,632,407	74,646,095	70,605,889
Balance, June 30 .....	\$ 50,821,491	\$ 40,917,562	\$ 38,832,467
<b>C. General Fund:</b>			
Credit Balance July 1* .....	\$ 25,735,050	\$ 50,149,170	\$ 42,543,718
*Includes Post War Reserve Fund .....	(20,330,877)	(20,537,701)	(30,076,056)
Revenue .....	90,453,171	119,996,404	129,568,152
Availability .....	\$116,183,222	\$170,145,574	\$172,111,870
Expenditure .....	68,212,503	77,125,832	92,018,238
Balance, June 30 .....	\$ 47,975,718	\$ 93,019,742	\$ 80,093,632
Less Permanent Imp. Fund .....	—	\$ 50,932,258	—
Unencumbered Balance .....	\$ 47,975,718	\$ 42,087,486	\$ 80,093,632
Less Post War Res. Fund .....	20,537,701	30,076,056	30,418,417
Net Balance, June 30 .....	\$ 27,438,017	\$ 12,011,430	\$ 49,675,215
<b>Grand Totals:</b>			
Availability .....	\$220,268,986	\$287,522,920	\$283,383,282
Expenditure .....	120,568,996	152,645,441	163,651,544
Balance** .....	\$ 99,699,990	\$ 83,945,223	\$119,731,738

\*\*Includes Post War Reserve Fund.

## II. AVAILABILITY OF AND EXPENDITURES FROM THE GENERAL FUND BY OBJECTS

	1945-46	1946-47	1947-48
<b>A. Availability:</b>			
Total credit balance, July 1* ...	\$ 25,735,050	\$ 50,149,170	\$ 42,543,718
<b>REVENUE</b>			
Inheritance taxes .....	1,702,176	2,016,972	1,719,878
Licenses .....	2,674,110	3,460,048	3,944,444
Franchise taxes .....	8,471,074	9,094,680	10,053,970
Income taxes .....	37,993,173	54,491,054	59,583,846
Sales taxes .....	26,554,843	35,481,733	39,333,608
Beverage taxes .....	6,834,704	7,900,638	6,471,703
Gift taxes .....	106,991	123,179	143,904
Intangible taxes .....	809,222	920,215	591,572
Freight cars .....	48,421	44,702	37,408
Insurance .....	2,881,401	3,471,024	4,320,410
Miscellaneous .....	3,630	4,742	4,955
Nontax revenue .....	2,463,426	2,987,397	3,362,454
<b>TOTAL REVENUE</b> .....	<b>\$ 90,453,171</b>	<b>\$119,966,404</b>	<b>\$129,568,152</b>
<b>TOTAL AVAILABILITY*</b> .....	<b>\$116,188,221</b>	<b>\$170,145,574</b>	<b>\$172,111,870</b>
<b>B. Expenditures:</b>			
<b>OTHER THAN SCHOOLS</b>			
General Assembly .....	\$ 12,648	\$ 242,836	\$ 34,195
Judicial .....	459,237	481,428	499,440
Executive and administrative .....	4,088,195	4,456,967	5,893,906
Educational institutions .....	5,026,480	5,789,046	6,846,680
Charitable and correctional inst. ....	5,580,511	5,571,745	7,485,872
State aid and obligations .....	5,389,068	5,501,235	8,325,628
Pensions .....	364,898	203,793	277,415
<b>TOTAL</b> .....	<b>\$ 20,921,037</b>	<b>\$ 22,337,050</b>	<b>\$ 29,363,136</b>
<b>Less credit</b> .....	<b>18,839</b>	<b>---</b>	<b>---</b>
<b>Net expenditures, other than schools</b> .....	<b>\$ 20,902,198</b>	<b>\$ 22,337,050</b>	<b>\$ 29,363,136</b>
<b>Public Schools</b> .....	<b>\$ 47,158,447</b>	<b>\$ 54,788,382</b>	<b>\$ 62,655,102</b>
Debt service .....	151,858	400	---
<b>Total expenditures</b> .....	<b>\$ 68,212,503</b>	<b>\$ 77,125,832</b>	<b>\$ 92,018,238</b>
<b>Permanent improvements</b> .....	<b>\$ ---</b>	<b>\$ 50,932,256</b>	<b>\$ 92,018,238</b>
<b>TOTAL</b> .....	<b>\$ 68,212,503</b>	<b>\$128,058,088</b>	<b>\$ 92,018,238</b>
<b>C. Balance on hand June 30</b> .....	<b>\$ 47,975,718</b>	<b>\$ 42,087,486</b>	<b>\$ 80,093,632</b>
<b>Including postwar res. fund</b> .....	<b>20,537,701</b>	<b>30,076,056</b>	<b>30,418,417</b>
<b>Net credit balance</b> .....	<b>\$ 27,438,017</b>	<b>\$ 12,011,430</b>	<b>\$ 49,675,215</b>
*Including postwar reserve fund.			

## Operation of Plant Takes 5 Per Cent Current Expense

Five per cent of the current expense for schools is for operation of plant items—janitors' wages, fuel, water, light, power, janitors' supplies and school telephones—a recent audit of State funds shows.

Total State funds expended for these purposes during 1947-48 amounted to nearly \$3 million. Most of this expenditure, the audit shows, went for the first two items, janitors' wages and fuel.

Audit figures covering State funds follow closely percentage figures for all school funds for the object of operation of plant. A tabulation of percentages of this object as it relates to all current expense funds for the past 15 years shows a variation of 5.8 per cent in 1931-32 to 4.7 per cent in 1937-38. The average for the 15 years is 5.1 per cent.

## Department Disapproves Three-year Course Plus

Students should not be allowed to take five subjects or units a year for three years and an additional unit in the summer school, thus earning the necessary 16 units for high school graduation, according to Dr. J. Henry Highsmith, Director of Instructional Service, State Department of Public Instruction. This matter is discussed in the Handbook for Elementary and Secondary Schools, pages 125-6. Dr. Highsmith stated, "As indicated in this Handbook, it requires at least 150 hours of actual classroom instruction in a properly organized and administered high school summer school in order for a student to earn one unit of high school credit, approximately one-fourth of a year's work."

"High schools which fail to follow the plan suggested in the Handbook will jeopard their accredited rating," Dr. Highsmith stated further.

## Wildlife Federation Issues Booklet

Just off the press is *Botany and Our Social Economy*, by Dr. Alexander C. Martin, eminent research biologist who is working with the United States Fish and Wildlife Service. This 32-page, illustrated booklet is published by the National Wildlife Federation, Washington, D. C. The volume discusses the importance of plants in today's world, their marked depletion, natural and human barriers to their restoration, and the responsibilities of educators in assuring a decent supply of natural resources for tomorrow's generation.

This publication is aimed at teachers of biology, general science, elementary science, geography and other social science teachers. The author relates science to society and vice versa.

Copies may be secured at ten cents each from the Washington office, or from the Servicing Division, National Wildlife Federation, 20 Spruce Street, Boston 8, Mass.

## Educators Use Smoke Screen Words

Smoke-screen words and fuzzy talk block understanding between educators and the people and tire even the expert, so says Dr. Edgar Dale of Ohio State University.

A round-up of educational clichés by Dr. Dale shows that many speakers and writers suffer from an "it" addiction: "It has become increasingly evident that . . . It was decided that . . . It appears to the writer that . . . It is not suggested that . . ."

Other hackneyed phrases used by educational leaders, which Dr. Dale points out, are the following: "most difficult of solution . . . Many factors must be taken into consideration . . . Here it should be recalled that . . . Reference has already been made to . . . Cognizance must be given to . . ."

Perhaps these sound more familiar: "Implementation of the plan . . . Effectuation of the program . . . Visualization of the implications of . . . Available evidence would tend to indicate that it is not unreasonable to suppose . . ."

Others are war-born: "Educational know-how . . . Operation Classroom, Operation Good Will (and all other Operations . . . Frontal attack . . . Pincer movement . . ."

And "Can we afford to pay for it? We cannot afford not to pay for it?" Latest from Washington is the new horror: "These data have not been maximized, nor have they been finalized."

# SCHOOLS SPENT \$60,598,108.92 FROM NINE MONTHS SCHOOL FUND

## Teachers Receive Average Salary of \$1,943

A total of \$60,598,108.92 was spent during 1947-48 from State funds appropriated for the operation of the nine-months school term, an audit of these funds shows. This sum included \$2,807,499.19 expended from the appropriation for replacement of school buses.

Of the total amount expended, the report shows, 82 per cent was for the salaries of the 24,593 teachers and principals employed. An average salary of \$1,943 was paid to each of the 23,255 teachers, and each of the 1,338 principals received an average of \$3,230.

Second largest percentage of the total expenditure from State funds was for transportation purposes, 10.34 per cent. Slightly more than half of transportation costs, 5.7 per cent, was for operating the buses; the remaining portion (4.64 per cent) of the \$6,434,054.91 expenditure for this purpose was for replacing old worn-out buses.

Nearly \$3,000,000 was spent for plant operation, 4.83 per cent of the total. General control, or local administration of the public schools, took 2.32 per cent of all funds spent, or \$1,405,278.30. Out of this amount the 171 county and city superintendents were paid \$835,610, or an average of \$4,887.

Following are the average annual salaries paid teachers and principals:

All white teachers .....	\$1,923.90
All Negro teachers .....	1,990.46
All teachers .....	\$1,943.37
White elementary teachers .....	\$1,919.06
Negro elementary teachers .....	1,998.89
All elementary teachers .....	\$1,943.95
White high school teachers .....	\$1,941.56
Negro high school teachers .....	1,938.64
All high school teachers .....	\$1,940.94
All white principals .....	\$3,237.54
All Negro principals .....	3,201.99
All principals .....	\$3,229.70
White elementary principals .....	\$3,011.44
Negro elementary principals .....	3,116.19
All elementary principals .....	\$3,093.34
White high school principals .....	\$3,352.71
Negro high school principals .....	3,241.49
All high school principals .....	\$3,327.55

## Rall I. Grigsby Designated Acting Commissioner Of Education

Oscar R. Ewing, Federal Security Administrator, has designated Rall I. Grigsby as Acting Commissioner of Education, succeeding John W. Studebaker, who resigned July 15 to accept chairmanship on the editorial board of Scholastic Magazines. Mr. Grigsby will also continue to serve as Director of the Division of Auxiliary Services, Office of Education. He has been a member of the Office of Education staff since 1939.

Before coming to the Office of Education, Mr. Grigsby was assistant superintendent of schools in Des Moines, Iowa, for several years. He was in charge of the high schools and of the adult education program of the Des Moines education system. In this position he was responsible also for the psychological and visiting teacher services of the schools. He has had practical experience as a high school teacher, high school principal and school superintendent in both Illinois and Iowa.

Mr. Grigsby is a native of Indiana and was reared in Nebraska and Iowa. He is a graduate of Cornell College, Iowa, and is a veteran of World War I. He received his M.A. degree from Drake University, Iowa, and has done graduate study in education in the University of Iowa, the University of Chicago, and the University of Washington.

First serving as a member of the staff of the Vocational Division in the Office of Education for three years, Mr. Grigsby served from 1942 to 1945 as special assistant to the Commissioner of Education. Since 1946 he has been Director of the Auxiliary Services Division and Acting Associate Commissioner of Education.

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All white teachers and principals .....	\$2,002.21
All white teachers and principals .....	2,040.82
All teachers and principals .....	\$2,013.35

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## Three Factors Determine Superintendent's Salary

Training, experience and size of unit in terms of pupil membership are the three main factors that determine the salary that a North Carolina school superintendent is paid.

The school law states that the superintendent shall be a graduate of a four-year standard college. It also specifies that he shall have had three years experience in school work during the past ten years. The State Board of Education has adopted a schedule based on the size of the administrative unit as shown by pupil membership and the experience of the person as a superintendent.

This schedule ranges from an annual salary of \$3,582 for a superintendent with no experience of a unit having a membership of less than 1,000 to a maximum of \$5,760 to a superintendent having four years experience employed in a unit with a membership of 12,000 or more.

## NEA Department Issues Yearbook

*Large Was Our Bounty* is the title of the 1948 yearbook of the Department for Supervision and Curriculum Development of the National Education Association.

This year's yearbook was prepared by a committee headed by W. J. McGlothlin, Chief, Training and Educational Relations Division, TVA, Knoxville, Tenn.

As the subtitle of the book, *Natural Resources and the Schools*, indicates, this year's publication is concerned with the development and use of our resources and what schools are doing and can do to make that use more fruitful.

The book begins by accounts of three educational efforts—in Ascension Parish, La.; at Leesville Lake, Ohio, and at the University of Kentucky.

With the programs of these schools as a springboard, the volume considers how the problems of using resources wisely have come into being, what new ideas have been brought into our thinking, and what major principles of resource-use should guide our actions. It not only records a large number of examples of what schools are now doing, but also points to neglected areas. Finally, it provides suggestions on "How May We Move Ahead?" The yearbook sells for \$2.50.



## State Democratic Convention Adopts Educational Objectives

The State Democratic Convention adopted a platform including certain specific objectives regarding public education. These objectives are:

1. Salaries to attract and hold the best qualified teachers and "compensate justly these indispensable public servants."

2. A reduced teaching load.

3. Acceptance by the State of greater financial and administrative responsibility for enforcement of the compulsory attendance law.

4. Better educational facilities for training teachers.

5. Reasonable State assistance on an equalization basis for local communities in providing new school buildings and in modernizing existing structures.

6. Increased financial support of institutions of higher learning maintained by the State.

In addition the platform adopted urges upon the 1949 General Assembly "the wisdom of making such appropriations as may be necessary to institute a broad school health program."

## Janitors Salaries Increase

Salaries of school janitors have increased from an average of \$223.19 in 1933-34 to an average of \$691.62 in 1945-46, a recent tabulation of facts relating to this phase of the business shows.

This compilation also shows a total of 2,165 janitors employed, 1,753 in white schools and 412 in schools for Negroes. Janitors in white schools were paid an average annual salary of \$728.17 in 1945-46, whereas janitors employed in Negro schools received an average annual salary of \$536.12 that year.

The accompanying table shows these facts for the past 15 years.

NUMBER AND PAY OF JANITORS

Year	Amount Paid In			No. of Janitors			Average Paid In		
	White Schools	Negro Schools	All	W. S.	N. S.	All	White Schools	Negro Schools	Negro
1933-34	\$329,511.65	\$36,515.38	\$366,027.03	*	*	*	\$232.30	\$164.85	\$223.19
1934-35	339,405.90	39,730.83	379,136.73	*	*	*	232.95	181.42	226.21
1935-36	412,728.02	55,411.68	468,139.70	*	*	*	264.06	210.69	256.37
1936-37	457,952.58	59,011.70	516,964.28	*	*	*	281.99	212.27	271.80
1937-38	516,736.41	68,755.29	585,491.70	*	*	*	308.31	242.10	298.72
1938-39	522,863.87	74,294.27	597,158.14	1,690	304	1,994	309.39	244.39	298.48
1939-40	553,665.29	82,261.81	635,927.10	1,691	294	1,985	315.59	279.80	310.29
1940-41	539,249.15	82,193.72	621,442.87	1,708	321	2,029	315.72	256.07	306.28
1941-42	601,670.38	97,536.96	699,207.34	1,715	327	2,042	350.83	298.28	342.41
1942-43	744,421.38	122,855.25	867,276.63	1,763	358	2,121	422.25	347.17	408.90
1943-44	938,289.62	157,937.11	1,096,226.73	1,734	400.5	2,134.5	541.11	394.35	518.58
1944-45	1,019,049.09	174,130.15	1,193,179.24	1,738	396.5	2,134.5	582.31	439.17	551.89
1945-46	1,276,473.51	220,881.06	1,497,354.57	1,753	412	2,165	728.17	536.12	691.62

\*Not available.

## Shuford Discusses Child Labor Laws

Child labor laws were discussed by Forest B. Shuford, State Commissioner of Labor, at a recent conference of co-ordinators of trade and industrial education held at State College.

"The most important State child labor law," according to Mr. Shuford, "is that minors under 16 cannot work on or in connection with power-driven machines."

Other facts regarding child labor laws which Mr. Shuford pointed out are the following:

1. Federal and State child labor laws prohibit minors under 16 years of age working in manufacturing plants, or plants which are processing goods which will go into interstate commerce.

2. Minors between 14 and 16 can be employed in all service trades and occupations and service establishments—shoe shops, retail establishments, etc.

3. Hours at work and hours in school cannot exceed eight in any one day or 40 in any week. (This does not apply to children 16 years old or above.) In the event a minor of that age should be working in a plant covered by Federal law and he is in school, he cannot work more than 3 hours in any one day.

4. Wages of minors are not controlled, as there is no provision that they have to be paid a minimum wage.

5. Students between ages of 16 and 18, if not in school, may work 9 hours a day, or 48 hours for only six days a week. Under Federal law certain occupations are prohibited: explosive manufacturing occupations, driving motor vehicles or helping, coal miners, logging and saw milling, power driven-wood-working machinery, operation of elevators and other hoisting equipment, and exposure to radio active substances.

6. Girls between ages of 16 and 18 cannot work after 9 o'clock at night. Boys may work as late as 12 o'clock.

7. Any person, regardless of age, employed in any industry or occupation covered by the Social Security Act, must have a social security card.

## Theodore Roosevelt Anniversary

Wednesday, October 27, will be the 90th anniversary of the birth of Theodore Roosevelt. Schools have been requested by the Women's Theodore Roosevelt Memorial Association to celebrate this occasion with appropriate exercises. A suggested program may be had upon request to that organization whose address is 28 East 20th St., New York 3, N. Y.

## Mrs. Reitzel Buys Machines For School—How?

This is just a little story on "How Mrs. Reitzel Bought a Typewriter and Adding Machine for Her School." Mrs. Reitzel is the principal of Wayside School, Route 1, Statesville, N. C.

Here's how she raised the money with which to buy this much-needed equipment. First, she entered and won a \$50 trade certificate on the R. F. D. America radio program. With this and the additional amount necessary which she provided herself, Mrs. Reitzel purchased a typewriter.

Then, during the summer—well, let her tell it. "There was a big cattle sale near here and I learned that the man wanted a lunch served. It sounded like a big job to cook a meal for 150 people, but it wasn't so bad. I bought the rolls, pies and drinks. The hotel cooked 75 pounds of meat, and I did the other. I cooked two bushels of string beans, two bushels of potatoes, and made 50 pounds of cabbage into slaw."

With the returns from this lunch, Mrs. Reitzel purchased an adding machine.

## N.E.A. Dues Increased

By almost unanimous vote the By-laws of the National Education Association were amended by the delegates to the Cleveland meeting of the N.E.A. Representative Assembly, July 7, 1948 increasing the membership dues of the Association. The dues now are:

a. Regular—including full active privileges and a year's subscription to the Journal, \$5.

b. Special—including full active privileges and a year's subscription to the Journal, the Research Bulletin, and the annual Volume of Addresses and Proceedings, \$10.

c. Life—full active privileges for life including the Journal, the Research Bulletin, and the annual Volume of Addresses and Proceedings, \$150 or \$15 annually for 10 years.

# Expenditures for Operation of School Plants Varies Among Administrative Units

Expenditures for the operation of school plants in North Carolina vary widely among the several administrative units, most recently compiled figures show.

These statistics, which are presented in accompanying tables, show a wide variation in the amount spent per child in the State as a whole, ranging from \$1.63 in Warren County to \$8.46 in Dare County among county units and from \$1.92 in Morven to \$8.57 in Southern Pines among city units. The average is \$3.18 in county units and \$5.32 in city units. The figures are for the year 1945-46, latest available at this time.

**Total Spent**

A total of \$2,717,290.83 was spent for this object of expenditure, the tabulation shows. Purposes for which such funds were expended include the following items: wages of janitors and helpers, fuel costs, costs of water, light and power, janitors' supplies, telephones in schools, and a few miscellaneous items.

The total expenditure for the State as a whole was \$3,396,336.83, or an average of \$1.63 per child, the remaining 17 per cent being for Negro schools. The percentage distribution by race varied among several units.

On a per pupil in average daily attendance basis for the State as a whole the expenditure for operation of plants in which white children were educated doubled that of Negro schools—\$4.43 to \$2.22. In county units the average expenditure for these items for white schools (\$3.87) was more than double that for Negro schools (\$1.44). The average for

schools for the white race in city units (\$5.96); however, was only about 50 per cent more than that for Negroes (\$3.97).

## History

Although expenditures for the object of operation of plant both total and per pupil were greater in 1946 than in 1945, the interpretation of these figures one should take into consideration the economic conditions that have prevailed during the entire period shown. These figures reflect these trends pretty accurately.

Beginning in 1927-28 the average per pupil expenditure for the State for this object was \$2.59. This figure rose to \$2.74 in 1928-29, and then following the financial crash in 1929 yearly figures decreased to a low of

\$1.32 in 1933-34. Then in 1934-35 it was \$1.33 followed by gradual yearly increases as economic conditions improved to the high of \$3.78 figures for 1945-46.

This pattern of descent and ascent is paralleled by the figures for Negroes separately, the figures for Negroes being on a lower level, with one difference, however. In 1927-28 the per pupil expenditure for white schools was approximately three times that for Negro schools, whereas in 1945-46 the expenditure for such purposes for white schools was only double that for Negro schools.

These differences between the races may be readily explained in the light of other known facts, chiefly that Negro school children on an average are not housed in as good buildings as white children and thus are operating under less favorable conditions. The figures, however, are of great value. The figures presented in table I reflect the improvement in this respect over a period of years, and at the same time indicate a need that exists.

## I. EXPENDITURES FOR OPERATION OF PLANT

Year	TOTAL EXPENDITURE			PER PUPIL (in A.D.A.)		
	White	Negro	Total	White	Negro	Total
1927-28	\$1,451,539.49	\$196,920.76	\$1,658,460.25	\$3.18	\$1.09	\$2.59
1928-29	1,548,516.80	216,498.46	1,765,015.26	3.33	1.20	2.74
1929-30	1,573,708.81	227,687.34	1,801,396.15	3.33	1.22	2.68
1930-31	1,573,708.81	227,687.34	1,801,396.15	3.33	1.22	2.68
1931-32	1,297,149.66	180,439.45	1,477,589.11	2.34	1.05	1.91
1932-33	1,154,146.84	177,620.90	1,331,767.74	2.11	.80	1.73
1933-34	868,397.15	132,064.35	1,000,461.50	1.65	.58	1.32
1934-35	868,397.15	132,064.35	1,000,461.50	1.65	.58	1.32
1935-36	1,011,660.30	177,882.83	1,189,543.13	1.88	.79	1.56
1936-37	1,071,652.74	181,911.29	1,253,564.03	1.98	.82	1.64
1937-38	1,216,571.98	206,663.36	1,423,235.34	2.22	1.03	1.87
1938-39	1,312,706.52	266,456.12	1,579,162.64	2.34	1.16	2.00
1939-40	1,386,247.45	281,289.41	1,667,536.86	2.49	1.25	2.13
1940-41	1,386,247.45	281,289.41	1,667,536.86	2.49	1.25	2.13
1941-42	1,570,000.00	315,939.77	1,885,939.77	2.82	1.35	2.76
1942-43	2,018,518.26	433,827.72	2,452,346.03	3.95	2.00	3.37
1943-44	2,018,518.26	433,827.72	2,452,346.03	3.95	2.00	3.37
1944-45	2,161,602.86	464,942.82	2,626,545.68	4.40	2.21	3.68
1945-46	2,248,350.04	465,710.79	2,714,060.83	4.43	2.22	3.78

## III. EXPENDITURES FOR OPERATION OF PLANT—1945-46

## II. EXPENDITURES FOR OPERATION OF PLANT—1945-46 COUNTY UNITS

Unit	TOTAL EXPENDITURES			SPENT PER PUPIL IN A.D.A.		
	White	Negro	Total	White	Negro	Total
Alamance	\$ 2,546.79	\$ 5,395.83	\$ 7,942.62	\$4.24	\$3.02	\$3.94
Alexander	8,295.44	671.56	8,967.00	3.18	1.68	2.98
Alleghany	2,842.99	50.00	2,922.99	1.95	.89	1.91
Ashe	9,947.02	2,480.00	12,427.02	3.13	1.33	1.90
Aston	9,947.02	2,480.00	12,427.02	3.13	1.33	1.90
Avery	12,848.04	28.14	12,876.18	3.71	.55	3.67
Beaufort	18,665.70	1,791.07	20,456.77	2.19	1.01	2.34
Bert	13,695.74	4,744.22	18,440.00	3.23	1.23	2.60
Bladen	13,695.74	4,744.22	18,440.00	3.23	1.23	2.60
Brunswick	58,455.11	1,607.84	60,062.95	4.92	1.05	4.84
Buncombe	58,455.11	1,607.84	60,062.95	4.92	1.05	4.84
Cabarrus	14,581.60	363.25	14,944.85	3.50	.53	2.86
Catawba	20,086.40	200.98	20,287.38	3.86	1.30	3.19
Caydwell	3,325.38	180.00	3,505.38	1.22	.46	1.36
Chatham	7,711.51	2,487.86	10,199.37	2.32	1.05	2.30
Cherokee	16,357.00	3,383.59	19,740.59	3.73	1.63	3.49
Chowan	1,894.79	306.79	2,201.58	.94	.26	1.20
Citrus	4,231.49	642.02	4,873.51	2.67	.68	2.76

Journal of Management Inquiry 22(4) 391-407



# What Experiences Should All Children Have?

What experiences should all children have? This is the question which a group of leaders in elementary education which met in Washington last summer undertook to answer.

The answer to this question, according to these leaders, is summed up in the following ten types of experience, with a few learning activities illustrating each:

## 1. Developing efficiency in the basic communication and mathematics skill:

(a) Reading informational materials with understanding and evaluating skill.

(b) Reading materials for enjoyment easily.

(c) Using numbers in daily transactions of living.

## 2. Learning techniques of group planning and problem solving:

(a) Using the scientific method in problem solving.

(b) Knowing where to find materials to use in solving a problem.

(c) Knowing how to select and work with leaders.

## 3. Making and taking responsibility for decisions: Participating in solving real problems related to group and individual living.

## 4. Being an effective member of a group:

(a) Valuing the worth of each individual as a person of importance.

(b) Knowing about and understanding the importance of the contributions of various groups to the culture in which we live.

(c) Growing in a knowledge of historical factors affecting living in our modern world.

## 5. Using resources in the environment to solve important problems:

(a) Seeing relationships between man and his physical environment that affect aspects of individual and group living.

(b) Recognizing the factor of interdependence of all peoples in this modern world that make for problems in social and economic relationships.

## 6. Participating in community activities appropriate to the growth and development of children of elementary school age:

## 7. Developing skill in critical thinking relative to both the printed and spoken word:

(a) Comparing different sources of information, statements of judgment, types of action, etc., as to their reliability and effectiveness.

(b) Recognizing the difference between reliable fact and opinion.

## 8. Participating in evaluation experiences:

(a) Evaluating one's own achievement in basic communication and mathematics skills.

(b) Evaluating group effectiveness in problem solving.

## 9. Building a wide range of interests that will help to develop a well-balanced individual:

## 10. Developing personal and social values:

(a) Determining one's own personal relationships to the various groups of which one is a member.

(b) Evaluating expressed values in terms of resulting action.

"It is easy to see" states Miss Bess Goodykoontz, Office of Education, Chairman of this group of leaders, "that this list does not make a curriculum, any more than a grocery list makes a menu. It only lays out some guidelines for teachers, and curriculum workers, and textbook writers, and school building architects—and yes, parents, too. These are the experiences that help children to grow in desirable ways. To provide them, it takes the best efforts of all of us."

## Miss Tripp to Work In Southwestern Units

Madeline Tripp, recently appointed to succeed Hattie S. Parrott as State Supervisor in the Division of Instructional Service, will work in county and city units located in the southwestern part of the State, it was announced recently by Dr. J. Henry Highsmith, Director of the Division.

Dr. Highsmith has requested the cooperation of superintendents, principals and teachers in these units in making Miss Tripp's work happy and successful.

The following units have been assigned to her: Anson, Morven, Wadesboro; Buncombe, Asheville; Cabarrus, Concord, Kannapolis; Cherokee, Andrews, Murphy; Clay; Cleveland, Kings Mountain, Shelby; Gaston, Cherryville, Gastonia; Graham; Haywood, Canton; Henderson, Hendersonville; Jackson; Lee, Sanford; Lincoln, Lenoir; Macon; Madison; Mecklenburg, Charlotte; Montgomery; Moore, Pinehurst, Southern Pines; Polk, Tryon; Richmond, Hamlet, Rockingham; Rutherford; Stanly, Albemarle; Swain, Transylvania; Union, Monroe.

## Homemaking Teachers Have Out-of-School Services

Did you ever wonder what the vocational homemaking teacher, who is paid for 10 or 11 months of the year instead of nine as regular teachers are paid, does with her out-of-school time?

Well, here is the answer to this question, as compiled by the Division of Vocational Education, State Department of Public Instruction:

1. Study the community.
2. Discuss summer program of work with superintendent and principal.
3. Plan home experiences.
4. Prepare reports and records.
5. Plan summer program.
6. Plan for some school, home or community enterprise.
7. Take initiative in bringing together representatives of community agencies interested in family life.
8. Visit homes of incoming high school girls and discuss informally the homemaking program.
9. Prepare and leave a daily schedule with the superintendent.
10. Plan some means of evaluating program.
11. Set up exhibits in public places.
12. Assist with school-community cannery.
13. Participate in community activities of various kinds.
14. Set time when students and adults can come to the department for help.

These are just a few suggested activities. Specific suggestions may be obtained from the Home Economics Department of the Division of Vocational Education.

## IPI Sponsors Essay Contest

The 13th IPI Essay Contest, annually sponsored by International Printing Ink, in co-operation with the National Graphic Arts Education Association, has been announced. This contest, which is approved by the National Association of Secondary School Principals, offers a \$500 first prize and 33 other cash prizes.

The essay subject for this year is "Printing and Free Government."

Entry cards should be mailed prior to October 30 to International Printing Ink, Division of Interchemical Corporation, 350 Fifth Ave., New York 1, N. Y.

## Goodwill Ambassadors Come to U. S. Schools

Two new goodwill ambassadors have come to the United States to bring greetings to American children from the children of Hungary. The ambassadors are Mayto Legeny and Mayto Leany, which means in their own language "young man" and "young woman." The two ambassadors, who expect to remain in the United States, are beautifully costumed dolls, a gift to American children who have sent food and clothing to Hungary. The dolls have been put into a traveling exhibit of similar dolls and toys made by children in Germany, Japan and Austria, and are available for loan to schools interested in advancing world understanding among their children.

A similar exhibit of drawings and paintings made by European and Asiatic children from the ages of six to 14 has already been shown in many public schools and is also available. Forty-two kodachrome slides of these paintings and drawings are loaned for use in social studies classes, assemblies and school clubs.

These gifts of friendship have been received by the American Friends Service Committee and are made available by them through their Committee on Educational Materials for Children. The special concern of this committee is that our children gain a consciousness of social responsibility and are given concrete opportunities for service at their own accomplishment levels. To this end, the committee prepares materials for children in the fourth to sixth grades which are designed to help them understand the need for relief and the philosophy of service. The *Newsletter for Boys and Girls*, a monthly (through the school year) publication for children, is one of these. It contains stories and pictures about children in other countries and letters from children abroad. The *Newsletter* is at present used in several hundred public and private schools.

For further information write to: The Committee on Educational Materials for Children, American Friends Service Committee, 20 South 12th Street, Philadelphia 7, Pa.

## Board Approves Tax Election

A special tax election for a supplementary levy in Durham County of 20 cents on the \$100 valuation of property was approved by the State Board of Education at a meeting held August 20.



## Advertising Council Conducts Better Education Campaign

### *Results Have Been Favorable*

The schools of the nation have had nearly \$2,000,000 worth of advertising during the past 18 months by American business firms in a nation-wide Better Education Campaign. This campaign has been conducted by the Advertising Council, a private, non-profit, non-partisan organization supported and operated by advertisers, advertising agencies and advertising media groups for the purpose of utilizing advertising in the solution of national problems.

The Better Education Campaign has as its objectives:

1. To awaken the American people to the urgent need for improving the nation's education systems.
2. To urge every American to take certain actions which would partially correct the existing situation.
3. To make certain that the significance of the school teacher's contribution is more widely known and appreciated.

Campaign materials were prepared by Bereton and Bowles, Inc., without charge. The American Textbook Publishers Institute provided the initial funds for launching the campaign.

Twenty-eight full-page advertisements have appeared in support of the campaign in a total of eleven national publications having a combined circulation of 35,852,285. In addition special advertisements have been carried in certain national health, educational and trade journals, and many business organizations have carried advertisements in both daily and weekly newspapers. Over 1000 individual radio messages have been scheduled over the four major networks.

### Results

It is the opinion of school people themselves that this campaign has been an important factor in developing throughout the nation, sentiment favorable to schools, to teachers, and to the support of education. The benefits will continue if the campaign continues. The problem is to interest new advertisers and encourage old ones to support it. Advertisers will continue their cooperation if they receive evidence that teachers appreciate their efforts and believe they are valuable to education. Therefore, individual teachers, super-

visors and administrators throughout the county are asked to write "thank you" to the advertiser whose message in support of education they next hear or see. Letters of commendation should also be written to The Advertising Council, 11 West 42nd St., New York 18, N. Y.

## Supt. Erwin Appoints Committee On Life Adjustment Education

The appointment of a State Steering Committee on Life Adjustment Education for Youth is announced by State Superintendent Clyde A. Erwin.

The primary function of this committee is to translate into action the many recommendations made by other commissions. In other words, this committee will undertake to narrow the gap between theory and practice. It will work with a national commission appointed last spring by former Commissioner of Education John W. Studebaker. Life adjustment education is defined by this Commission as that education "which better equips all American youth to live democratically with satisfaction to themselves and profit to society as home members, workers and citizens."

The State Steering Committee comprises the following: J. Warren Smith, Chairman, Department of Public Instruction; J. E. Miller, Secretary, Department of Public Instruction; J. G. McCracken, Superintendent of Schools, Elizabeth City; W. M. Jenkins, Superintendent of Durham County Schools; J. H. Knox, Superintendent of Schools, Salisbury; D. H. Conley, Superintendent Pitt County Schools, Greenville; George S. Willard, Principal Chas. L. Coon High School, Wilson; C. C. Marr, Principal Sand Hill School, Candler; T. T. Hamilton, Principal New Hanover High School; Wilmington; H. L. Hart, Principal Apex High School, Apex; and Miss Lucille Brown, Supervisor, Greensboro.

## Legislative Council Program Includes School Matters

Two of the five-point legislative programs of the State Legislative Council which that group will advocate before the 1949 General Assembly relate to schools. These two points concern compulsory school attendance and physical examination of school children.

The Council, which is composed of representatives of 16 social, religious and professional organizations, will recommend that the General Assembly provide an effective system, with adequate financial support, for the enforcement of the compulsory school attendance law. Concerning physical examination of school children, the Council will recommend that the General Assembly provide, through the School-Health Coordinating Service, for complete physical examination of all school children, at reasonable intervals with a definite plan of referrals for the necessary follow-up treatment.

Other recommendations which the Council will make are: Minimum wage and maximum hour standards for women and minors; State participation in general assistance for persons between 16 and 65 years of age in need of financial assistance; and the strengthening of the marriage requirements and safeguarding the divorce laws, and that a definite plan for the care and custody of any child under 18 years of age be prescribed to the judge hearing divorce proceedings involving children.

## School-Health Service Offers Mental Hygiene Aid

Mental hygiene aid to North Carolina schools is one of the services offered by the School-Health Coordinating Service, a joint division of the State Department of Public Instruction and the State Board of Health.

This new service was added in September 1947 by the employment of a consultant in mental hygiene, Dr. R. M. Fink. By January 1948 Dr. Fink was able to announce the following services:

1. Human relations classes for elementary schools.
2. Mental-Health Kit No. 1, a series of pamphlets.
3. List of correspondence courses for teachers.
4. Bulletin listing summer courses for teachers.
5. Bibliographical service.
6. Aid in organizing in-service study groups.
7. Aid in planning, developing and evaluating school and community programs for the mental health of children.

## Four Amendments Proposed

Four amendments to the Constitution will be submitted to the voters of the State on November 2. They concern: (1) Raising the salaries of members of the General Assembly; (2) Elimination of the present debt limitation; (3) Increasing the limitation of the county general fund levy; and (4) Requiring a vote of persons against bond issues in special elections.

An explanation of all four amendments has been prepared by Attorney General Harry McMullan and issued by Secretary of State Thad Enre.

It is the opinion of the leaders in public education in North Carolina that all four of these amendments should be voted favorably. They are amendments, they say, that in the long run will favor the improvement of the public schools. Dr. Clyde A. Erwin, State Superintendent of Public Instruction, strongly urges that school people support the affirmative of each proposed amendment. An editorial in the October number of North Carolina Education, official organ of the North Carolina Education Association, also supports affirmative action by its membership.

## Raleigh Furnishes Exchange Teacher

North Carolina's exchange teacher for 1948-49 is Berta L. Holland of the Hayes-Barton School, Raleigh. Miss Holland sailed for England on July 24, where she will exchange positions with Elsie Allen of the Sharston Infant and Junior Mixed School of Wythenshawe, Manchester, Miss Allen has taken over Miss Holland's duties in the Raleigh public schools.

## Guidance Publication Available

The following directories and guidance handbooks just off the press are now available free to all high school and college guidance instructors, as well as veterans advisors:

Technical Handbook—A Directory of Approved Technical Institutes in the United States, 48 pages.

Directory of Approved Private Business Schools, 48 pages.

Home Study Blue Book—A Directory of Approved Correspondence Schools, 32 pages.

They may be secured by requesting them from the National Council, 839 17th Street, N.W., Washington 6, D. C.

## School Lunch Program Issues 1948-49 Bulletin

Those persons having any duties in connection with the operation of the school lunch program will find the "School Lunch Bulletin, Volume VI, 1948-49" a "must."

This bulletin which has just been issued and distributed by the State Office of the School Lunch Program is a 34-page mimeographed publication plus a sample of each of the printed forms used in the administration of the Program. It includes, in addition to an introduction stating the aims of the Program and a map showing the four areas into which the State has been divided for supervisory purposes, six sections, on the following topics: eligibility, facilities, personnel, food, finance, and records and reports.

## Jr. Town Meeting League Issues Pamphlet

"What kind of school policy is needed on controversial issues?" and "What are the most effective techniques for handling controversial issues in the classroom?" are two important problems dealt with in a new pamphlet, TEACHING CONTROVERSIAL ISSUES, just published by the Junior Town Meeting League.

Concerned about the lack of school policies on the teaching of controversial issues, Assistant Superintendent George H. Reavis, of Cincinnati, President of the League, called together a committee of leaders in the field of education to consider the problem. The result of their study appears in this BULLETIN in the form of a guide for administrators and teachers. Principals and superintendents will find a statement of the need for a policy, the elements which a good policy should contain, and suggestions on how a policy may be drawn up and accepted.

Teachers will find some practical suggestions on how to create the proper classroom atmosphere for considering issues, how to teach controversial issues effectively, and how to protect themselves from criticism resulting from the study of controversial issues.

This book brings together much of what before has been available only in scattered articles and pamphlets. Every administrator and teacher interested in a program of effective education will want to read this important publication. It may be secured, free of charge, from Junior Town Meeting League, 400 South Front Street, Columbus 15, Ohio.



## Teacher Association Adopts Code of Ethics

Forty-six state teachers associations and the Associations in Hawaii and Puerto Rico have adopted Codes of Professional Ethics for their members. The first state code for teachers was adopted in 1947. These latter follow closely, if not identically, the Code of the National Education Association which was adopted in 1929 and revised in 1941, 1944 and 1948. Nevada and Vermont are the only states which have not taken official action adopting a code.

The 1948 Report of the N.E.A. Committee on Professional Ethics includes the N.E.A. Code together with 25 state codes which differ more or less from the N.E.A. Code. Single copies of the Report may be secured free upon request from the N.E.A. Headquarters Office, 1201 Sixteenth Street, N. W., Washington 6, D. C. Additional copies are priced at 25 cents each with the following discounts for quantities: 2-9 copies, 10 per cent; 10-99 copies, 25 per cent; 100 or more, 33½ per cent. Orders which amount to \$1 or less must be accompanied by cash.

## Some Other States Make the News

Articles from *Education News*, weekly national newspaper published at Hartford, Connecticut, reveal the following educational news from other states:

Delaware may soon replace its private contract school buses with publicly-owned school vehicles.

Vocational education departments were established during the 1947-48 school year in 86 Mississippi schools.

The New York State Education Department, in an effort to improve education in rural areas, has authorized the establishment of ten boards of co-operative educational services in various parts of the State.

Maine teachers, in cooperation with elementary curriculum authorities in the State Department of Education, have prepared "School Days," a bulletin of daily suggestions for Maine elementary schools.

A proposal to create in Arizona a State Board of Education composed of laymen who would appoint a State Commissioner of Education will go before a special session of the legislature in September.

Indiana schools have received \$2,478, 075 from the state cigarette tax.

Contributions cannot be made to a school fund in Kentucky to finance transportation of parochial school pupils in school buses.

## Are You A Superior Teacher?

A superior teacher, according to 1,000 North Carolina high school seniors, is friendly, patient, kind, honest, cheerful, courteous, and has a sense of humor. These characteristics were mentioned more often by these seniors than any other.

"Knows subject" ranked second in frequency of mention by seniors, with "understands pupils" a close third.

"Knows how to teach," "makes work interesting," and "keeps order, manages pupils well, has good discipline" rank fourth, fifth and sixth, respectively, as the marks of a good teacher, according to these seniors.

Other characteristics on a decreasing scale were the following: Enjoys teaching, willing to help pupils, takes time to explain, respects the student, knows more than is in the book (does not stick too close to book), makes pupil want to work, has good emotional stability, not over-critical, has faith in pupils, dresses neatly, permits pupils to help plan work, minds own business, does not gossip, controls temper, uses psychology, invites questions, returns assignments, takes interest in community, pleasant voice, and not too old.

## Board Announces Plans For 1948-49 Pepsi-Cola Scholarships

Announcement has been made by the Pepsi-Cola Scholarship Board of plans for the 1948-49 scholarships annually awarded high school seniors.

"Any secondary school in the United States, Alaska, Hawaii or Porto Rico," the announcement states, "may register to participate in the Pepsi-Cola scholarship program." "Registration cards for the 1948-49 program will be sent to all schools October 1, 1948, and must be returned to the board by October 22."

The program for 1948-49 will be similar in most respects to that of the 1947-48 school year. Detailed announcements will be furnished to all schools. Two winners from each state will be awarded four-year college scholarships and the next ten are given college entrance prizes.

## Board Approves Loans

Loans totaling \$52,000 from the State Literary Fund were approved by the State Board of Education at a meeting held July 21. These loans were for building projects for the Bennett and Horton schools in Chatham County (\$32,000) and the Hendersonville City Schools (\$20,000).

Under the law loans are made from the State Literary Fund at four per cent interest to county and city administrative units for the erection and repair of school buildings. Repayments are made in ten equal installments, plus interest. The Fund which was established in 1903, now amounts to more than \$2,300,000.

## Reid Distributes New Pay Roll Data Forms

New pay roll data forms have been distributed by Paul A. Reid, Controller for the State Board of Education, to superintendents.

The new form provides space for the names of the principal and teachers in accordance with their respective budget numbers, race, grade or subject taught, number of days taught, and an accounting for absences. On the reverse side space is provided for data regarding substitutes, janitors and maids, and bus drivers.

## School Exhibits to be at Fair

Preparations are now underway for educational exhibits at the State Fair to be held in Raleigh, October 19-23, it is announced by J. E. Miller, Associate in the Division of Instructional Service, State Department of Public Instruction who is chairman of the Educational Exhibit to be set up at the Fair.

Six prizes of \$100.00 each will be awarded the school exhibitors. The committee headed by Mr. Miller will select from the applicants six schools which will put up exhibits. Ribbons will be awarded for placement among the participating schools.

## Teaching

Teaching is not a task for timorous or feeble souls; nor for the complacent and the uncertain. It requires Americans whose faith in democracy does not waver or falter, because they know whereof they speak and are convinced that the values they defend are eternally right and true.—John W. Studebaker.

# Annual State School Board Association Meeting To Be Held In Chapel Hill Nov. 11

## Honorable Kerr Scott, Democrat Nominee For Governorship, Will Deliver Principal Address

President Henry Scott of Haw River announces that plans for the annual fall meeting of the School Board Association have been completed. The meeting will be held on November 11 at Chapel Hill.

President Scott's brother, Honorable Kerr Scott, democratic nominee for governor, will deliver the principal address at 11 o'clock.

Invitations have been sent to all school board chairmen. However, since all members of the 170 school boards now receive this BULLETIN, this announcement is an invitation for each member to be present in Chapel Hill on November 11. District committeemen in the various counties are also invited and urged to attend this annual meeting. School board members and superintendents should invite the principals and local school committee members to be present.

In addition to the principal address, President Scott will bring a brief message. Dr. D. J. Rose, National President of the School Board Association, will be present and bring a message. The program will consist of discussion groups which will consider major topics of legislation which may come before the 1949 General Assembly. A detailed program will be sent out soon.

## District Board Associations Consider Legislative Issues

President Henry Scott of the State School Board Association has had a committee composed of the Executive Board members and the presidents of each of the eight district associations considering special proposals which will come before the Association on November 11 for consideration. "It is important," he states, "that school board members throughout the State give some attention to these matters before they come in order that they may have an idea as to how they want to vote on the issues."

He has listed the following issues which were discussed at the eight district meetings and will to a larger extent serve as the basis for the meeting:

"Since adequate buildings and equipment are essential to a sound program of public education, it seems necessary and desirable that the State and the county join hands in providing the funds for the construction of the much needed building program which is now

facing North Carolina. School board members should come prepared to discuss this major issue which will involve a change of policy with respect to capital outlay. In the past all capital outlay items have been borne by the local community. The General Assembly of 1947 considered the advisability of an expenditure of State money for capital outlay. It will come before the 1949 General Assembly with a great deal more force. It is hoped, therefore, that school board members will be ready to discuss it.

"The second important issue is that of teacher load. The question of teachers' salaries and teacher load are involved in any discussion of education in North Carolina. School board members should discuss the question as to the proper teaching load for North Carolina. Should it be reduced to thirty?

"Consideration is being given to the possibility of adopting a ten months contract for all teachers in order that there may be an opportunity for pre-planning and follow-up work in all schools in the State. If the proposed salary for teachers can be adopted, it

## "United Nations Day"

October 24, the General Assembly of the United Nations has decided, is to be known as "United Nations Day." On that day throughout the world will be commemorated the coming into force of the United Nations Charter.

United Nations Day is the celebration on October 24 of the anniversary of the coming into force of the Charter of the United Nations, in 1945. By that day, China, France, the U.S.S.R., the United Kingdom, and the United States and a majority of other signatory states had deposited ratifications of the United Nations Charter with the United States Department of State, and the United States Secretary of State then signed the Protocol which, in accordance with Article 110 of the Charter, attested its entry into force.

It is hoped that the celebration of United Nations Day will help to make known to the peoples of the world the aims and achievements of the United Nations and at the same time will help to gain their support for its work.

## Note

As announced in the September number of this publication, the names of all school board members are being added to our mailing list. Superintendents are requested to check on the delivery of copies to their board members. Failure of any member to receive the publication may be due to change in address or lack of name.

As previously announced, also, it is our purpose to include more material of interest and value to administrators and school board members. Special information on school activities will be prepared by the Executive Secretary of the North Carolina State School Board Association, Guy B. Phillips. Any items of particular interest to school board members should be submitted to him.

seems logical to ask for at least one additional month of service from teachers.

"Another issue which is being discussed is that of joint provision of instructional supervision throughout the State. This would involve an appropriation from the State and additional appropriations from local funds.

"Still another point is the amount of the salary schedule to be established. School board members will be asked to discuss this question and make some contribution to the thinking of the State on that issue.

"An opportunity will be given to discuss and study the report of the State Education Commission which was set up to study the schools of North Carolina and authorized to report to the General Assembly.

"Still another important issue which boards of education need to discuss is the provision for adequate housing facilities for teachers and principals in the local communities."

## New York and Louisiana Have Active Associations

The New York State School Board Association had a budget last year of \$32,110.69. This was used for the development of programs, studies, and special activities for school board members throughout the State.

The State of Louisiana Association has a budget of about \$15,000.00 for the year. This Association publishes a very attractive and effective official bulletin which keeps board members throughout the State informed regarding various and sundry activities throughout the State.

# THE ATTORNEY GENERAL RULES

## Schools; Budgets; School Board Not Permitted to Expend Funds in Excess of That Necessary to Cover Items in Budget.

*In reply to inquiry:* In answer to your letter of July 19 in which you state:

"Our Current Expense budget for 1947-1948 was \$51,283.70. Our expenditures were \$62,065.60, thus giving a deficit in expenditures of \$10,781.90. However, we had a cash balance of \$5,609.99.

"In Capital Outlay we had a budget of \$41,880.49. Our expenditures were \$50,194.88. Our cash balance at the end of the year was \$5,122.00 showing an expenditure over the budget of \$8,314.39.

"The Board of Education wishes to know if we are within our legal rights in overspending our budget so long as we carry a cash balance. In other words, are we entitled to spend against our income which is derived from other sources capitalized plus tax levy, or are we limited to the budget?"

I assume that the cash balances referred to in your letter are in the form of surpluses appearing in the several accounts in excess of expenditures authorized by the Board of County Commissioners in the school budget.

The entire local school budget is subject to approval of the Board of County Commissioners of the county and such board has the authority to state the items for which funds are to be used and to limit the use of local school funds to meet the items specified in the budget. I do not think that a county school board may expend any sum of money for any purposes other than those specified in the budget unless a proper resolution is passed by the Board of Commissioners, upon the request of the local school board, so amending the budget as to permit the expenditure of funds on hand in excess of that necessary to meet the items specified in the budget. In addition thereto, the budget must be approved by the State Board of Education. Any cash surpluses appearing in either the current expense account, capital outlay account, or debt service account, over and above the sums necessary to meet the payment of the items specified in the budget, must be carried forward as surpluses and taken into consideration when the next school budget is prepared and adopted.

I call your attention to G. S. 115-363, paragraph (a), which reads in part as follows:

"The tax levying authorities in such units may approve or disapprove this

supplemental budget in whole or in part, and upon approval being given, the same shall be submitted to the State Board of Education, which shall have authority to approve or disapprove any object or item contained therein."

Paragraph (b) of said section reads:

"In the same manner and at the same time, each county and/or city administrative unit may file a capital outlay budget, subject only to the approval of the tax levying authorities and the State Board of Education."

Paragraph (c) of said section authorizes the board of commissioners to fix the debt service budget.—Attorney General, July 22, 1948.

## Schools; Construction of Principal's Home on School Property; Acceptance of Advances by Citizens, to Be Repaid from Rents on Property.

*In reply to inquiry:* I received your letter of July 17, in which you state that the County Board of Education has requested an opinion from this office as to the legality of the program which they have adopted for building a residence for the principal on the school grounds of the ..... High School property, to be financed by advances made by interested citizens and to be repaid from the rentals of the property.

You sent me a copy of the minutes of the Board of Education of ..... County of July 16, 1948, in which a resolution was adopted authorizing the construction of this building and providing that the Board of Education would accept the advances and keep the building repaired and insured as other school property, and providing for receiving all rentals therefrom and disbursing the same, together with other receipts, to be applied "on this account for the benefit of creditors who lend their money to be used for the construction of the principal's home."

I regret to say that I do not know of any legal authority which would permit the County Board of Education to assume an obligation of this character, or any statutory authority which would permit the Board to construct the residence for the principal of a public school on school property. In the last Legislature an attempt was made to amend the County Finance Act, by adding to G. S. 153-77 language which would permit the issuance of bonds for the construction of residences for school superintendents but this was stricken

from the Act by the Legislature, although they did enact an amendment permitting the construction of teachers' residences.

I would suggest that you take this matter up with your County Attorney, Honorable ....., and discuss it fully with him, if you have not already done so. In the event the advances were made by the individuals, with the understanding that the insurance and upkeep of the property would be paid out of the rentals and that the county would assume no obligation whatever for the return of the money to those who advanced it, other than to collect and disburse the net receipts derived from the property, the proposition would have a more favorable standing but, even then, I know of no legal authority which would authorize this to be done.—Attorney General, July 20, 1948.

## Appropriations by County Commissioners for Teachers' Salaries.

*In reply to inquiry:* I acknowledge receipt of your letter of June 23 in which you state that the ..... County Board of Education has requested the County Board of Commissioners to make appropriations for the payment of the salaries of two school teachers in the ..... and ..... High Schools, on the condition that the State will also furnish one additional teacher for each of said schools.

You inquire as to whether or not the County Board of Commissioners may make such appropriations.

Generally speaking, county boards of commissioners do not have authority to levy taxes and or make appropriations for the payment of teachers' salaries, except to supplement the salaries paid by the State, as authorized by G. S., Sections 115-361 and 115-362, the State having taken over the operation of the schools and assuming the responsibility of the payment of teachers' salaries except in those cases which have since been authorized by special statutes.

You do not state the classifications in which the teachers you propose to employ fall, but under the authority of G. S. 115-356, the appropriation may be made by the county tax-levying authorities to provide for the teaching of vocational agriculture and home economics and trade and industrial vocational subjects supported in part from Federal vocational educational funds.

(Continued on page 16)



## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, October, 1943)

The State Board of Education, at its regular September meeting, adopted a budget for the expenditure of \$37,825,939 in State funds for the operation of the public schools during the school year 1943-44.

Mrs. Louine M. Moore of Franklinton has been appointed State Supervisor of the Child Feeding Program sponsored by the State Department of Public Instruction in co-operation with the Federal Distribution Administration.

Elia Stephens Barrett, Guidance Counselor in the Alexander Graham Junior High School, Charlotte, has been employed as Acting Supervisor of Occupational Information and Guidance, Division of Vocational Education, to replace S. Marion Justice, who is on leave of absence with the armed services.

A series of institutes in pre-induction and wartime driver education to be held at 13 places throughout the State has been announced by the State Superintendent Clyde A. Erwin.

### 10 Years Ago

(N. C. Public School Bulletin, October, 1938)

A schedule of the District Conferences of the North Carolina Congress of Parents and Teachers for this fall has recently been announced by Mrs. Doyle D. Alley, President, N. C. Congress of Parents and Teachers.

A series of radio programs sponsored by the State Parent-Teacher Association has recently been announced by Mrs. D. A. Coltrane, State Radio Chairman, Raleigh, N. C.

First aid courses are now open to interested adults in more than 20 counties in North Carolina.

One thousand and fifty children of two, three and four years of age who are attending WPA nursery schools in North Carolina were immunized for diphtheria during the past month.

"The best preparation for tomorrow's democratic America is to practice democracy today."—J. W. Studebaker.

"In education we now have to give the children most of their training in school because they do not get it at home."—David Cushman Coyle.

"This is no time to retrench the programs of public school education; it is rather time to increase its effectiveness."—Joseph R. Sizoo.

## AMERICAN EDUCATION WEEK... November 7-13



### THE ATTORNEY GENERAL RULES

(Continued from page 15)

Also, Section 7 of Chapter 1077 of the Session Laws of 1947 authorized the tax-levying authorities in any county administrative unit to levy taxes, provide necessary funds for attendance enforcement, supervision of instruction, health and physical education, clerical assistance, and accident insurance for school children transported by school buses.

If the teachers whose salaries the county proposes to pay fall within the purview of G. S. 115-350 or Section 7 of Chapter 1077 of the Session Laws of 1947, I am of the opinion that your board of county commissioners may appropriate funds sufficient to pay such salaries, and if necessary, levy a tax to provide such funds.—Attorney General, June 29, 1948.

### Secretary-Treasurer Calls Attention to Unpaid Dues

Temple Gobbel, secretary-treasurer of the State School Board Association, calls attention to the fact that a number of local boards of education have not yet sent in the \$3.00 annual membership dues of the Association.

"Every board should send its dues to the secretary-treasurer," he says. "Since the Association is now putting some money into the NORTH CAROLINA PUBLIC SCHOOL BULLETIN, it is desirable that all boards join and pay the \$3.00 fee. If each member board in North Carolina joined and paid the \$3.00 fee, there would be an income of \$510.00 for the year. Thus far the Association has never had a 100 per cent membership. Approximately 135 to 140 boards usually send in membership dues. This means that about 35 administrative units do not join the Association."

## MAKING TODAY'S NEWS

Asheville. Decision to temporarily suspend Bible teaching in Asheville city schools for the 1948-49 term was made last evening at the monthly meeting of the executive committee for Bible in the public schools.—Asheville Citizen.

Raleigh. In spite of rising food costs, Raleigh school cafeterias will have increased prices on only a few dishes for the coming year, City School Superintendent Jesse O. Sanderson announced yesterday.

Charlotte. Charlotte principals and school teachers will get a bonus of \$100 each.

Greensboro. There have been several instances in North Carolina where shocking conditions of school plants have come into the public eye. How bad the situation really is has been disclosed by the study now being made by the State Education Commission. There are, it is agreed by those in position to know, at least 800 schools in North Carolina which do not meet health and fire standards. They are hazards in the literal sense of the word.

North Carolina had just as well realize, before stark tragedy occurs, that something must be done about a Statewide school building program, that millions of dollars will be required for this program and that one of the first responsibilities of the 1949 General Assembly must be enactment of legislation which assures this program. For the State to talk about educational opportunity and its equalization and then to let such conditions continue is as intolerable as it is hypocritical.—Editorial in the Greensboro Record, Sept. 1, 1948.

Durham. By virtue of an award of \$72,000 in A.B.C. funds, Durham County school teachers and supervisors will realize a ten per cent salary boost and approximately 12 new teachers will be added in the school system, Supt. W. M. Jenkins revealed yesterday afternoon (Sept. 8) following a County School Board meeting.—Durham Herald.

### President Scott Suggests School Naming Project

President Henry Scott of the North Carolina School Board Association recently commented on the desirability of having public schools throughout North Carolina named. Mr. Scott states that he hoped to be able to lead a campaign to name every public school in North Carolina and place a marker at the school so that the public may know its name. School board members are asked by Mr. Scott to think about this suggestion: How many buildings in the State are named and now have a satisfactory marker?

## Southern Leaders Approve Plans For Improving Higher Education

Plans for regional co-operation in higher education were approved by 47 representatives from fourteen southern states in an Atlanta, Georgia, meeting recently. Governors and educational leaders agreed on plans for immediate action and continuing research for the coming year.

Throughout the meeting there ran the common theme of improving higher educational facilities toward the end of helping the South achieve its highest possible level of social and economic development. Governor Millard Caldwell of Florida, Chairman of the Council, presided over the deliberations.

Other officers of the Council present were: State Superintendent Clyde A. Erwin of North Carolina, and Dr. H. C. Byrd, President, University of Maryland.

Two states, in which legislatures met this year, have approved the regional compact which will give permanent form to the effort. Approval of other states is expected when their legislatures meet.

The program approved by the Council includes immediate action in fields where demands for regional services are already pressing. These may include such fields as veterinary medicine, human medicine and health services, social work, forestry, engineering, law, and graduate studies.

The Council has established offices in Atlanta, Georgia. These offices will serve as a central clearing house for all all Council activities.

"Our purpose," Governor Caldwell said, "is to help states to work together for better education in every state for all groups. If we pool our efforts, we can meet our needs."

The long-range program will be carried on with the help of educational leaders in the South and nation at large. State committees, institutional teams, and technical commissions will work on a co-ordinated program of study and action to provide needed regional educational services.

This regional effort, initially launched by the Southern Governors Conference, is being watched by educational leaders in all parts of the United States. Should it prove successful, the South will set a new pattern for support of public education services.

## Adoption of Supplementary Textbooks Authorized

Adoption of textbooks for supplementary use in the public schools has been authorized by the State Board of Education.

In compliance with this authorization, State Superintendent of Public Instruction Clyde A. Erwin advised textbook publishers in a letter under date of October 11, to submit samples of books for consideration to Dr. J. Henry Highsmith, Director Division of Instructional Service, who is named chairman of a committee which will examine the books and submit a report on titles recommended.

According to Superintendent Erwin's letter, books in the following areas will be considered for adoption at this time.

*Elementary:* Reading, social studies, science, health and safety, music and art.

*High schools:* Social studies, reading (not anthologies), safety, agriculture, industrial arts, trades and industries, home economics, art, guidance, and distributive education.

## Information Regarding Draft Available

Information for "Counseling Students on the Draft: Basic Data" has been issued by the Information and Guidance Service, State Department of Public Instruction. This information is in the form of an article by Harry A. Jager and Arthur L. Benson, of the Office of Education, Washington, D. C., which appeared in the October number of OCCUPATIONS.

The article is in the form of questions and answers. Copies are available from Ella Stephens Barrett, State Supervisor of Occupational Information and Guidance, State Department of Public Instruction, Raleigh, N. C.

## Planning is Essential In Building Program

No community should undertake a building program until an over-all long-time community plan is worked out. W. F. Credle, Director Schoolhouse Planning, State Department of Public Instruction, recently stated. After a master plan has been developed, then the board of education should proceed toward its completion as rapidly as possible.

When a school district starts a building program, Mr. Credle stated, it is about to embark on an undertaking which will exert a long-time influence on the whole community. The type of education the boys and girls of the community receive depends upon the building. The building planned today determines not only the kind of education the children of today receive, but it will also determine the kind of education all the people of the community will get for the next twenty-five to forty years. Communities are undergoing many changes, all of which must be considered when a new building is being planned.

Increased costs of building programs have focused attention upon the need of better planning among the services organized to meet community needs. Duplication of facilities such as playgrounds, libraries, auditoriums, cafeterias, and the like can be eliminated by careful planning.

## Features

	Page
Southern Leaders Approve Plans for Improving Higher Education.....	1
Hodgepodge (Editorial) .....	3
Commission Points Out Problems Facing N. C. Schools.....	5
"Not a Single Mark Mars the Walls" .....	6
Lunch Program is Praised by Federal Authorities.....	11

## *Superintendent Erwin Says . . .*

Since the National School Lunch Program was inaugurated in 1943, its growth in North Carolina has been very rapid and consistent. As is true in the development of all new programs, however, the growth of the School Lunch Program has been marked by solving the problems encountered and by adjusting to needs as they arise.

At this time I should like to mention a recent problem encountered. This has been the use of lunch funds in payment to superintendents, principals, and teachers for services rendered the lunchroom.

In establishing the salary scales for school administrators and teachers, it was the notion that the salaries fixed would cover the payment for all services rendered in connection with the total school program. Inasmuch as the school lunchroom where operated is an integral part of the total school program and the responsibility for its use and efficient operation lies with school administrators and teachers, any services rendered in connection with it should be on the same basis as services rendered in connection with any other part of the school program.

In further clarification of this notion the State Board of Education, at its regular July meeting passed the following resolution: "That the payment from lunchroom funds for free lunches for teachers, principals, and similar personnel, or payment in cash to such persons, for services rendered in connection with the lunchroom be prohibited."

I feel sure that where practices existed contrary to this rule, there was probably some misunderstanding of the proper use of lunchroom funds. On the other hand, I hope that this rule will be strictly observed in the future. The State's Lunchroom Program has been highly commended by Federal authorities, and I would hate for any irregular practice to mar the good record that we have accomplished.

### **NORTH CAROLINA PUBLIC SCHOOL BULLETIN**

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State Superintendent of Public Instruction

**EDITOR:**

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# . . . . . *Editorially Speaking* . . . . .

## Hodgepodge

Elsewhere in this number we have given a few facts concerning the "attendance officer" in North Carolina and the proposed efforts to procure State funds to improve our situation with respect to this most important school question.

As is generally known, the General Assembly of 1945 raised the upper limit of compulsory attendance from 14 to 16 years of age. It is also a known fact that the county superintendent of public welfare is charged with the duty of investigating and prosecuting all violators of the compulsory attendance law, except in those units that have employed a special attendance officer in accordance with section 115-304 of the School Law. Under this latter authority approximately 44 persons have been employed for 64 county and city units. They work under the direction of the local superintendent of schools, whereas the superintendents of public welfare work under the general direction of the State Board of Public Welfare.

Recently we made a brief survey with reference to the 44 attendance officers now employed. Elsewhere in this "Bulletin" some of these findings are revealed. Suffice it to say here, therefore, that there appears to be no uniformity at all surrounding the employment of these officials—there are no standards as to their qualifications for office, salaries vary widely, duties vary, terms of office vary, working hours vary, etc.

It is thus seen that North Carolina's school attendance problem is not adequately handled. Other states have attendance direction at the State level, with local "attendance workers" (the term which we like better than attendance officer, visiting teacher, attendance supervisor, etc.), whereas this State has no State worker in this field to give it the proper attention needed. In several of our units good work is being done, but in others the job is poorly handled by an untrained worker or nothing is done at all.

Our system of school attendance as it now exists is simply a hodgepodge. To get the full benefits of the funds appropriated for public

## Public Relations

The reason many communities do not have adequate school facilities is because the public does not have the facts or has not been sold on the fact that existing inadequacies are real. No matter whether the funds needed to improve the schools come from local or State sources, first the public must be convinced that the need exists and that corrections should be made immediately if present day children are to be benefited.

A broad public relations program is necessary, therefore, either planned and directed or carried on as a matter of regular routine at all times, in order that the public may be kept informed as to what the schools are doing and what the needs are in order that they may do a better job than is now being done.

"Public relations" is a job for every school employee. It is nothing more than telling your story, and convincing those to whom you tell it of its truth. It may be either oral or written. It must be based on the fact, however, that the greatest utilization is already being made of present facilities in accordance with the present program. Needs are considered in terms of what is being done now, and what the schools are contributing to life's purposes.

One of the greatest purposes of the schools is to keep alive the ideals of democracy—to make it work. The school has also the job of training future generations for everyday living in a democracy. For the great majority of students the high school represents the end of their formal education. That these students receive the maximum of advantages from this education is in a large measure the responsibility of those who are engaged in school work. A part of their work is public relations.

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education, the State should provide for the employment of an Attendance Director in the State Department of Public Instruction and for local attendance workers, who will be certificated and paid in accordance with standards and a salary schedule approved by the State Board of Education.

## Survey Shows North Carolina Ranks 42nd in Per Pupil Expense

North Carolina ranks 42 among the states in current expenditure per pupil for elementary and secondary schools, a recent study made by the Missouri State Teachers Association shows.

### CURRENT EXPENDITURE FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, 1947-48

State	Total Current Expenditure*	Public School Enrollment*	Amount Per Pupil*	Rank
Alabama	\$ 57,000,000	651,480	\$ 87.49	41
Arizona	15,281,931	139,681	109.41	37
Arkansas	26,000,000	415,000	62.65	47
California	344,157,833	1,796,809	191.53	7
Colorado	35,536,500	200,000	177.68	11
Connecticut	49,301,600	257,000	191.83	6
Delaware	6,193,283†	40,000†	154.81†	23
Florida	48,000,000	449,913	106.69	39
Georgia	55,203,865	701,801	78.66	45
Idaho	13,890,043	115,000	120.78	33
Illinois	215,000,000	1,195,000	179.92	9
Indiana	81,954,677†	627,408†	135.41†	29
Iowa	70,348,786	459,131†	153.22	24
Kansas	54,000,000	358,000	150.76	20
Kentucky	44,012,163	550,000	80.02	44
Louisiana	51,500,000	440,000	117.05	35
Maine	18,750,000	145,409	128.95	32
Maryland	46,178,910	309,000	149.45	27
Massachusetts	103,000,000	600,000	171.67	14
Michigan	170,000,000	970,000	175.26	12
Minnesota	80,000,000	488,000	163.93	18
Mississippi	31,500,000	555,500	56.71	48
Missouri	80,000,000	645,000	124.03	32
Montana	21,000,000	100,450	209.06	2
Nebraska	35,000,000	226,000	154.87	22
Nevada	4,816,000	25,000	192.64	5
New Hampshire	11,600,000	69,000	168.12	16
New Jersey	126,020,408	610,430	206.45	3
New Mexico	18,185,611	135,000	134.70	30
New York	400,000,000	1,875,000	213.23	1
North Carolina	74,000,000	860,000	86.05	42
North Dakota	16,000,000	114,000	140.35	28
Ohio	182,000,000	1,110,000	163.96	19
Oklahoma	55,400,000	515,000	107.57	38
Oregon	45,000,000	220,000	204.55	4
Pennsylvania	224,967,503	1,482,423	151.76	25
Rhode Island	16,750,000	93,928	178.33	10
South Carolina	29,310,208	456,955	64.14	46
South Dakota	17,200,000	113,900	151.01	26
Tennessee	54,700,000	638,800	85.63	43
Texas	216,000,000	1,260,000	171.43	15
Utah	21,755,254	140,279†	155.09	21
Vermont	6,280,746†	52,997†	118.62†	34
Virginia	58,165,931	580,000	100.22	40
Washington	75,000,000	400,000	187.50	8
West Virginia	48,682,099	419,837	115.95	36
Wisconsin	84,200,000	502,800	167.46	17
Wyoming	9,500,000	55,000	172.73	13
United States	\$3,551,349,351	24,145,937	\$147.07	

\*Data supplied by state departments of education and state education associations. Where actual figures were not available, officials furnishing information were asked to submit estimates. †Data for 1946-47. ‡Data for 1945-46.

Note: North Carolina's current expenditure per pupil enrolled is \$61.02 below the national average. An increased expenditure of approximately \$52,500,000 is needed to bring North Carolina up to the national average.

## Board Calls For Reading Adoption

The State Board of Education has requested the elementary division of the Textbook Commission to prepare evaluation reports on basal textbooks for Reading in grades four, five and six, according to State Superintendent Clyde A. Erwin in a letter to publishers of textbooks.

The Commission held its first meeting to consider this assignment on October 16. Reports are expected to be made to the Board as soon as possible, after which adoptions of new reading textbooks for these grades will be made for use beginning with the school year 1949-50.

Members of the Textbook Commission who will examine textbooks submitted for evaluation are: Dr. L. E. Spikes, Chairman, Burlington; Mary Blackstock, Asheville; Grace Brunson, Winston-Salem; Frances Lacy, Raleigh; Mrs. Floyd Souder, Fayetteville; and Mrs. Manley Williams, Wilmington.

## Guide to School Bus Maintenance Now Available

Issuance of "School Bus Maintenance," a guide to assist school administrators in planning and improving bus maintenance programs, was announced recently by the Office of Education, Federal Security Agency. Based on practical experience in pupil transportation, the guide outlines procedures and standards and furnishes recommendations on personnel, garage facilities, and garage equipment.

According to the bulletin, maintaining the country's 92,000 school buses costs approximately \$20,000,000 a year. The importance of good maintenance in providing for health and safety, efficient service, and lowered costs is emphasized. Practical recommendations reflect the combined experience of members of the Advisory Committee on School Bus Maintenance and of 175 operators of school bus garages in 15 states—Alabama, Florida, Georgia, Iowa, Michigan, Minnesota, Mississippi, New York, Pennsylvania, Virginia, North Carolina, Tennessee, Ohio, Utah and Washington. The garage operators are responsible for maintaining more than 3,000 school buses in fleets of from three to more than 100.

Copies of "School Bus Maintenance" (Bulletin 1948, No. 2) are on sale for 15 cents a copy by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

## Lunchrooms Receive Free Commodities

Notice of the first distribution of free commodities to schools operating lunch-room programs has been made to county and city superintendents. This first distribution will include the following: Irish potatoes, twelve pounds per child; concentrated orange juice; honey, one pound per child; canned apple sauce, thirteen cases per 100 children; dried eggs, about one pound per child; and dried fruits, apples, peaches, apricots, etc.

Tentative plans also call for later distribution of dried milk, cheese, canned tomatoes, and peanut butter.

## Units Employ 44 Attendance Officers

There are currently employed in North Carolina a total of 44 special attendance officers who work under the direction of the superintendents of schools in 31 county and 33 city administrative units. (Several are employed for more than one unit). This leaves 69 welfare superintendents who have responsibilities in connection with school attendance in the remaining 69 county and 33 city units.

Efforts have been made to get the General Assembly to appropriate funds to aid in the employment of special attendance officers for all school units, thus providing for uniform direction in the enforcement of the compulsory attendance law. At the General Assembly which meets in January 1949 a request of \$424,800 annually will be made to pay the salaries and travel of attendance officers in the local units. A request for \$9,300 annually to set up a State office of school attendance will also be made.

Teachers, principals, and superintendents are required to report truancy or non-attendance to the person in charge of school attendance. That individual investigates the reason for absence and, if required, institutes necessary legal action in the courts of the State to see that the child is not denied the opportunity for an adequate education.

The State Education Commission, appointed in compliance with the authority of the 1947 General Assembly, has just made public its report. One of the recommendations of this study commission is the "appointment of compulsory attendance directors for each school system, so that compulsory school attendance laws can be better enforced."

## Commission Points Out Problems That Are Facing North Carolina Schools; Inadequacies and Inequalities Indicated

Major problems facing elementary schools in North Carolina today are lack of space, neglect of instructional materials, a shortage of teachers and the need of strong leadership, according to a recent report of the State Education Commission.

North Carolina has already prepared the foundation for a strong elementary program by establishing high certification standards for teachers, by providing a single salary schedule for all teachers, by providing a nine months' school term, and by giving State financial support for buying instructional materials, the Commission said. However, inequalities exist throughout the State schools, and retardation and drop-outs cause enrollment in the eighth grade to be not much more than half the enrollment of the first grade.

A study and advisory committee of the State Education Commission recently made a study of 305 elementary schools in the State, chosen as representative of the entire State. It was found in these 305 elementary schools that slightly less than half of all classrooms are adequate in size, only about half are neat and attractive, adequate handwashing facilities are available in less than half the schools, only half the schools have adequate space for hanging pupils' wraps, and three-fourths of the schools have practically no space for science collections or adequate storage of instructional supplies. Chairs and tables for group work are available in only one-third of the schools. Approximately two-thirds of these schools have adequate outdoor playground space, but only 15 per cent provide play equipment. About one-third of the schools have beautified their outdoor surroundings with shrubs, trees, and grass.

Children throughout the State are provided with free textbooks and instructional materials and supplies such as library books, maps, films, art materials and pictures. However, the committee said, these materials are not used to a great extent in any schools and community resources are quite generally neglected. More opportunities are needed for creative expression by children in art, music, dramatics and practical arts. Among schools visited by the committee, less than half the schedules include definite plans for art, music, and periods of active work followed by relaxation.

A definite lack of a good health program was noted in many schools. In the 16 administrative units surveyed, less than one-third of the schools reported that health examinations are given regularly, and in only about one-half of these schools are steps taken to correct physical defects.

The committee emphasized that a child's interest in the total curriculum is generally determined by the extent to which he can apply the skills acquired in the three "R's" to related subject fields. The amount of time now given to learning the fundamental skills is sufficient, it was said, but there is excessive emphasis in some schools on routine memory work.

After studying the report of the advisory committee, the Commission recommended:

1. More emphasis should be placed on the balanced, well-rounded and continuous development of all pupils.
2. Greater attention should be given to use of reading, writing and arithmetic in the solution of practical problems.
3. Teacher load should be further reduced.
4. Supervision should be expanded.
5. Greater concern should be exhibited for developing experiences for the exceptionally capable children, and for the guidance of all children.
6. Teacher training institutions and the general public should join in a "concerted attack" on the teacher shortage.

## Treasury Releases Two Pamphlets

Two pamphlets, *Teaching Mathematics Through School Savings and Budgeting for Security*, have been recently released by the Savings Bonds Division of the U. S. Treasury Department. Both of these publications are for teachers use, the former as a guide for integrating the teaching of thrift and saving with regular curricular work in mathematics, and the latter for use either as an independent course in budgeting or as a supplement to the study of arithmetic, mathematics, home economics, social studies, and business education.

Copies are available free of charge from the State Savings Bond Office, Greensboro, N. C.



## "Not a Single Mark Mars the Walls"

This is the story on the physical condition of the Rock Spring High School, at Denver, Lincoln County, as told by C. E. McIntosh, its former principal and now with the Extension Division of the University of North Carolina.

"In the spring of 1925 the new Rock Springs High School at Denver, Lincoln County, was ready for occupancy. It had steam heat, electric lights, running water, modern sewage disposal, hardwood floors, beautifully-tinted walls, excellent maps, a spacious library, fine laboratories, athletic fields, and all the other appurtenances of a thoroughly modern school plant.

"At the first assembly held in the new building, the president of the senior class asked permission to hold a conference with the four high school grades. No teacher or other adult remained. The students themselves evolved a set of regulations which they desired the whole school to approve. The next day representatives of the several high school grades spoke to the whole school, urging all—from the first grade to the eleventh grade—to show by their conduct that they were thoroughly appreciative of their wonderful surroundings. Every child present pledged full co-operation.

"Two years later, when the writer left the school, he made the public statement that, although neither he nor the teachers had exercised any special supervision over the physical plant, not a single act of willful destruction had been committed in the building or on the grounds. This boast was true. The students themselves had taken great pride in "keeping house."

"Two other principals later served for a combined period of twenty years and last year a third principal was in charge. Also, of course, the young people who originated the idea of caring for their building have long since passed on into the active affairs of life. Some of them have even seen their sons and daughters graduate from the rostrum of their well-beloved alma mater. And yet, twenty-three years after the resolutions were adopted, not a single evidence of vandalism is visible. Not a single mark mars the walls. Not a single gash is to be found on any of the seats.

"The foregoing statements can easily be verified; but they mean much more than mere preservation of physical property. They mean that of their own volition the youths of eastern Lincoln County have developed character. No principal could have enforced such a

marvelous record; it is delightful to know that the accomplishment came from within the hearts of the young people themselves. Yes, one does not need to be a prophet to envision these boys and girls as leaders of their communities—no matter where they may be."

## FCC Spanks Schoolmen

The Federal Communications Commission is again spanking schoolmen in public. Their offense, according to FCC: failure to use radio for public, higher, and adult education.

In a blunt official statement, FCC Chairman Coy hit educators with choice epithets:

... Taxicabs, buses, street cars (as in Cincinnati), department stores, truck lines, delivery trucks—all are using radio. But not schools. Radio is still the Dark Continent of American education. Education is still clinging to the old ways of the old days. Schoolmen are still in their ivory tower, ignoring the radio tower. . . .

During the last five years of radio growth, education has been left at the barrier. Mr. Coy went on. Of today's 2,000 standard stations, education operates 34. Of 800 possible FM educational stations, schoolmen operate 17.

Mr. Coy fumed against both boards of education and college executives:

... Speed up and energize your classroom work with your own station. (A low-powered station can be built for as little as \$1,000 to \$3,000.) A radio-minded public and a radio-minded generation of students await the radio-minded educator. The building of a radio station—standard, FM, or low-powered—rates your No. 1 priority. Education's pedestrian pace is an anachronism in a super-sonic age. We should have state-wide regional and nation-wide educational net works. We should have far-flung radio colleges, with faculties composed of the cream of teachers. Radio, fully and competently used, should put American education 25 years ahead of its present timetable. . . .

Warning: in radio, it is indeed later than most educators think. Industry is fast gobbling up the air channels for its own use. The frontier of the spectrum is disappearing. — from *Educator's Washington Dispatch*, September 16, 1948.

## Commission Members Disagree on Two Of Sixteen Areas Studied

Disagreement by 11 to 7 was the vote on two of the 16 recommendations of the State Education Commission, according to newspaper accounts of the report which has been filed with Governor R. Gregg Cherry.

Areas in which Commission members disagreed were: (1) the method of financing the proposed education program, and (2) the amount of capital outlay to be recommended and the methods used in the distribution of such funds in the proposed school building program.

The eleven members who signed the majority report were: Mrs. R. S. Ferguson, Arthur H. Brown, C. S. Bunn, Carlyle Campbell, M. C. Campbell, C. F. Carroll, Bertha Cooper, Brandon P. Hodges, H. W. Kendall, J. C. Scarborough, and John W. Umstead. Signers of the minority report were: R. Grady Rankin, Chairman, W. Dudley Bagley, James J. Harris, Clarence Heer, Edwin Pate, Richard G. Stockton, and Jule B. Warren.

## Dispatch Reports Questions Raised by Foreign Educators

When educators from all parts of the world get together they spend a good deal of their time asking questions about American schools. This is what happened at the Geneva World Conference on public education last summer. U. S. delegate Galen Jones, from the Office of Education, scheduled to give a 15-minute report, spent two hours answering such questions as:

Belgium: "Is the influence of John Dewey increasing or is it on the wane?"

France: "Will you illustrate how you develop democratic practices in your schools?"

Burma: "In most countries, including Burma, teaching is a mission of love. I have noted the publicity about teachers' strikes in at least two of your cities which I find difficult to understand. Why does this problem exist in your country?"

Egypt: "Are silent films used more widely than sound films in your schools?"

Pakistan: "What restrictions if any do you place upon the educational opportunities for Negroes?"

Luxembourg: "What percentage of schools are using the Winnetka Plan?" —from *EDUCATOR'S WASHINGTON DISPATCH*, October 14, 1948.

## Dr. Hillman Requests Information from Colleges

Forms on which information is requested have been sent to all institutions of higher learning of the State by Dr. James E. Hillman, Secretary of the North Carolina College Conference.

The information requested by Dr. Hillman concerns enrollment, faculty, salaries, library and teaching load.

That part of the reports covering enrollment will be tabulated and printed in the *North Carolina Public School Bulletin*.

## Other States Make Education News

According to *Education News*, weekly newspaper of education published at Hartford, Connecticut, public education is in the news in many states. An examination of recent issues of that paper reveals the following news items:

**Wyoming.** A major share of the cost of public education in Wyoming will be borne by the state if a 6-mill tax levy is authorized by the voters on election day.

**Texas.** Bond investments of the permanent school fund of Texas have grown to a grand total of \$134,288,718, according to Ted R. Alexander, bond investment adviser to the State Board of Education.

**Arkansas.** Arkansas will vote this fall on a proposal to set up a school district reorganization plan.

**Louisiana.** Although raises for teachers will cost the State of Louisiana more than \$1,000,000 in this school year, a teachers group protests that the raises are "ridiculously low."

**New Jersey.** The New Jersey legislature adjourned September 9 without completing action on the proposed reorganization of the State Department of Education.

**Minnesota.** The Minnesota legislature in 1949 will act on an educational budget of \$78,484,036 for the next biennium, nearly \$11,000,000 larger than the last biennium.

**Oklahoma.** A state committee on public school financing in Oklahoma has approved an increased tax on consumption of natural gas to provide more money for schools.

**Virginia.** G. Tyler Miller, state superintendent of public instruction, has written a 10-year program for improvement of Virginia schools and this has been given approval by the State Board of Education.

## It Adds Up to \$2,953,785,539—That's What the U. S. Government Contributed to Education Last Year

Here is what Uncle Sam paid out to aid, support, or otherwise pay for educational efforts in the states, territories, in Washington, as well as in institutions of learning of all types. The figures are for the fiscal year which ended June 30, 1948.

For the support of land grant colleges .....	\$ 5,030,000
Agricultural experiment stations .....	8,030,807
Co-operative agricultural extension service .....	27,455,370
Vocational education below college grade .....	25,035,122
Vocational rehabilitation .....	18,000,000
School lunches .....	54,000,000
Schools in war-congested areas .....	6,646,340
Education and training of veterans .....	2,122,292,440
Value of surplus property for schools—Army and Navy donable property .....	201,406,636
Value of surplus property for schools—Real Property .....	284,473,734
Construction cost of property to schools enrolling veterans .....	79,446,379
Equipment value of property to schools enrolling veterans .....	87,013,725
Funds for Federal Government services to education including U. S. Office of Education, Office of Vocational Rehabilitation, Bureau of Indian Affairs, U. S. Military and Naval Academies, Howard University, Public Schools of Panama and the District of Columbia .....	34,034,986
Total .....	\$2,953,785,539

P. S. Last year the government also spent \$623,900,000 for research programs to be carried on by executive departments. The bulk of this money went for research. But the government also financed research in agriculture, forestry, health, electronics, and more learned fields of study under the Smithsonian Institution.—Edpress News Letter.

## Williamsburg Tours Open To N. C. Students

From November 1 through March 31, reduced rates of admission to the historic exhibition buildings at Williamsburg, Virginia, are in effect for school groups from North Carolina.

Specially-trained escorts are available and provision is made for overnight lodging and meals at Williamsburg Lodge. Instructional materials including books, pamphlets and motion pictures also are provided on a loan basis in order that the visits to this historic community may be better integrated with textbook study. Invitations are currently being mailed out to school officials outlining the special arrangements.

Now restored to its appearance of the 18th century, Williamsburg is visited by thousands of school children from throughout the nation every month of the year. During the five-month winter "season," special arrangements are provided in order that more individual attention may be given to the school groups who are integrating a visit to Williamsburg with classroom study of early American life and history.

## Poetry Association Announces Closing Date

December 5 has been set as the closing date for the submission of manuscripts for this year's Annual Anthology of High School Poetry, it is announced by the National High School Poetry Association. Students are invited to submit verse for publication in this publication, but each effort must carry the typed statement: "The verse entitled \_\_\_\_\_" is my own personal effort and signed by the student, high school attended and home address. Manuscripts should be sent to the Association at 3210 Selby Avenue, Los Angeles 34, California.

## The Michigan Way

Why school superintendents get fired in Michigan: First reason, they do not keep their boards of education informed of current activities and trends. Second reason, they fail to keep the public informed of what is going on in the school systems.—from Educator's Washington Dispatch, September 16, 1948.

# REPORTS SHOW THAT MORE MONEY IS SPENT FOR MAINTENANCE OF PLANT

More money was spent on that group of school expenditures called maintenance of plant in 1945-46 than during any previous year, financial reports from county and city administrative units show. More than \$2,000,000 was used for this purpose, a per pupil expenditure of \$2.80, a summary of these reports reveal.

According to the classification of school expenditures, this object of the school budget includes the following items: maintenance of buildings and grounds, repair to furniture and apparatus, repair to equipment, and salary for janitors and custodians of buildings and grounds. Expenditures for these items in 1945-46 represented 36 per cent of the total expenditures for public education.

Tables presented show: (1) Total and per pupil expenditures for maintenance of plant for the State as a whole for this object of the school budget

Table I

As table I shows the per white pupil expenditure for maintenance in 1945-46 was twice amount spent in 1935-36. The per Negro pupil expenditure in 1945-46 was nearly twice the amount spent in 1941-42. Counting all pupils the expenditure in 1945-46 was twice that spent in 1935-39.

These year comparisons simply show the increase in per pupil expenditure for this object of the school budget

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during recent years. The reader should remember, however, that these years of comparison cover a period of inflation, and so do not represent any great increase in a quantitative aspect in such expenditures.

The lowest per pupil expenditure for items included in this object occurred in 1931-32, during the depths of the depression. That year only 81 cents per white pupil was spent, 23 cents for each Negro pupil, and an average of 64 cents for all pupils.

Tables II and III

Expenditures for maintenance of plant items varied among the 171 administrative units among the county units. In 1945-46, the expenditure ranged from three cents in Avery

to \$8.95 in Pasquotank. Among white schools only in these units the amount spent for this purpose ranged from four cents in Avery to \$14.86 in Pasquotank. In 15 county units no expenditure was made for Negroes for such purposes. In the remaining 85 units the range in per pupil expenditure was from one cent in Rowan to \$6.99 in Durham. Averages in the 100 county units were: White \$3.25; Negro \$1.23; Total \$2.67.

A larger per pupil expenditure was made in the 71 city units for this object than was the case in the 100 county units, averages being \$3.95 for white pupils, \$2.41 for Negro pupils, and \$3.45 for all pupils.

The range in amount spent per pupil among these units was from 61 cents in North Wilkesboro to \$15.63 in Fremont in the case of white pupils, from ten cents in Madison to \$5.79 in Wilson in the case of Negro pupils, and from 37 cents in North Wilkesboro to \$8.02 in Kingston in the case of all pupils. In six city units no expenditure for this object was made for Negro schools.

## II. EXPENDITURES FOR MAINTENANCE OF PLANT, 1945-46 COUNTY UNITS

Year	Expenditures			Spent Per Pupil in A.D.A.		
	White	Negro	Total	White	Negro	Total
1924-25	\$ 732,137.91	\$ 93,667.46	\$ 825,805.37	\$ 1.108		
1925-26	736,418.84	106,455.69	842,874.53	1.58		
1926-27	635,767.46	92,836.09	728,603.55	1.27		
1927-28	635,767.46	72,836.09	708,603.55	1.27		
1928-29	509,406.25	74,113.91	583,520.16	.96		
1929-30	645,054.24	100,775.19	745,829.43	1.22	.44	.59
1930-31	801,746.84	133,040.33	934,787.17	1.50	.63	1.24
1931-32	801,746.84	133,040.33	934,787.17	1.50	.63	1.24
1932-33	972,088.56	155,432.11	1,127,520.67	1.80	.70	1.48
1933-34	1,021,690.39	164,020.70	1,185,711.09	1.86	.73	1.54
1934-35	1,035,480.94	155,950.96	1,191,431.90	1.87	.66	1.48
1935-36	1,035,480.94	155,950.96	1,191,431.90	1.87	.66	1.48
1936-37	1,035,480.94	155,950.96	1,191,431.90	1.87	.66	1.48
1937-38	1,035,480.94	155,950.96	1,191,431.90	1.87	.66	1.48
1938-39	1,035,480.94	155,950.96	1,191,431.90	1.87	.66	1.48
1939-40	1,035,480.94	155,950.96	1,191,431.90	1.87	.66	1.48
1940-41	1,035,480.94	155,950.96	1,191,431.90	1.87	.66	1.48
1941-42	1,035,480.94	155,950.96	1,191,431.90	1.87	.66	1.48
1942-43	1,035,480.94	155,950.96	1,191,431.90	1.87	.66	1.48
1943-44	1,035,480.94	155,950.96	1,191,431.90	1.87	.66	1.48
1944-45	1,035,480.94	155,950.96	1,191,431.90	1.87	.66	1.48
1945-46	1,741,739.99	336,442.75	2,078,182.74	3.43	1.59	2.89

Unit	Total Expenditures			Spent Per Pupil (A.D.A.)		
	White	Negro	Total	White	Negro	Total
Alamance	4,728.84	2,938.72	7,667.56	1.45	1.66	1.51
Alexander	1,275.97	.3115	1,276.28	.88	.08	.88
Alleghany	3,866.50	508.92	4,375.42	2.39	.24	1.18
Anson	8,192.12		8,192.12	1.72		1.69
Avery	8,697.73		8,697.73	2.96		2.30
Beaufort	10,144.93	2,270.34	12,415.27	5.14	.62	2.14
Bertie	10,144.93	2,270.34	12,415.27	5.14	.62	2.14
Brunswick	11,288.32	2,571.75	13,860.07	4.34	.90	2.97
Buncombe	13,860.07	900.00	14,760.07	4.34	.24	1.46
Camden	13,860.07	900.00	14,760.07	4.34	.24	1.46
Carteret	13,860.07	900.00	14,760.07	4.34	.24	1.46
Catawba	13,860.07	900.00	14,760.07	4.34	.24	1.46
Cayuga	13,860.07	900.00	14,760.07	4.34	.24	1.46
Chatham	13,860.07	900.00	14,760.07	4.34	.24	1.46
Cherokee	13,860.07	900.00	14,760.07	4.34	.24	1.46
Clay	13,860.07	900.00	14,760.07	4.34	.24	1.46
Craven	13,860.07	900.00	14,760.07	4.34	.24	1.46
Cumberland	13,860.07	900.00	14,760.07	4.34	.24	1.46
Dare	13,860.07	900.00	14,760.07	4.34	.24	1.46
Davidson	13,860.07	900.00	14,760.07	4.34	.24	1.46
DeWitt	13,860.07	900.00	14,760.07	4.34	.24	1.46
Durham	13,860.07	900.00	14,760.07	4.34	.24	1.46
Edgecombe	13,860.07	900.00	14,760.07	4.34	.24	1.46
Forsyth	13,860.07	900.00	14,760.07	4.34	.24	1.46
Gaston	13,860.07	900.00	14,760.07	4.34	.24	1.46
Guilford	13,860.07	900.00	14,760.07	4.34	.24	1.46
Henderson	13,860.07	900.00	14,760.07	4.34	.24	1.46
Hertford	13,860.07	900.00	14,760.07	4.34	.24	1.46
Hoke	13,860.07	900.00	14,760.07	4.34	.24	1.46
Johnston	13,860.07	900.00	14,760.07	4.34	.24	1.46
Kanawha	13,860.07	900.00	14,760.07	4.34	.24	1.46
Lenoir	13,860.07	900.00	14,760.07	4.34	.24	1.46
Lincoln	13,860.07	900.00	14,760.07	4.34	.24	1.46
Martin	13,860.07	900.00	14,760.07	4.34	.24	1.46
Mecklenburg	13,860.07	900.00	14,760.07	4.34	.24	1.46
Monroe	13,860.07	900.00	14,760.07	4.34	.24	1.46
Morgan	13,860.07	900.00	14,760.07	4.34	.24	1.46
Muskegon	13,860.07	900.00	14,760.07	4.34	.24	1.46
Nash	13,860.07	900.00	14,760.07	4.34	.24	1.46
North Carolina	13,860.07	900.00	14,760.07	4.34	.24	1.46
Onslow	13,860.07	900.00	14,760.07	4.34	.24	1.46
Orange	13,860.07	900.00	14,760.07	4.34	.24	1.46
Perquimans	13,860.07	900.00	14,760.07	4.34	.24	1.46
Pasquotank	13,860.07	900.00	14,760.07	4.34	.24	1.46
Piedmont	13,860.07	900.00	14,760.07	4.34	.24	1.46
Polk	13,860.07	900.00	14,760.07	4.34	.24	1.46
Rockingham	13,860.07	900.00	14,760.07	4.34	.24	1.46
Rowan	13,860.07	900.00	14,760.07	4.34	.24	1.46
Sampson	13,860.07	900.00	14,760.07	4.34	.24	1.46
Scotland	13,860.07	900.00	14,760.07	4.34	.24	1.46
Stanly	13,860.07	900.00	14,760.07	4.34	.24	1.46
Stokes	13,860.07	900.00	14,760.07	4.34	.24	1.46
Swain	13,860.07	900.00	14,760.07	4.34	.24	1.46
Swain	13,860.07	900.00	14,760.07	4.34	.24	1.46
Taylorsville	13,860.07	900.00	14,760.07	4.34	.24	1.46
Tenover	13,860.07	900.00	14,760.07	4.34	.24	1.46
Union	13,860.07	900.00	14,760.07	4.34	.24	1.46
Van Dine	13,860.07	900.00	14,760.07	4.34	.24	1.46
Wake	13,860.07	900.00	14,760.07	4.34	.24	1.46
Wayne	13,860.07	900.00	14,760.07	4.34	.24	1.46
Yadkin	13,860.07	900.00	14,760.07	4.34	.24	1.46
Yamhill	13,860.07	900.00	14,760.07	4.34	.24	1.46
Zachary	13,860.07	900.00	14,760.07	4.34	.24	1.46

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Carteret	13,860.07	900.00	14,760.07	4.34	.24	1.46
Catawba	13,860.07	900.00	14,760.07	4.34	.24	1.46
Cayuga	13,860.07	900.00	14,760.07	4.34	.24	1.46
Chatham	13,860.07	900.00	14,760.07	4.34	.24	1.46
Cherokee	13,860.07	900.00	14,760.07	4.34	.24	1.46
Clay	13,860.07	900.00	14,760.07	4.34	.24	1.46
Craven	13,860.07	900.00	14,760.07	4.34	.24	1.46
Cumberland	13,860.07	900.00	14,760.07	4.34	.24	1.46
Dare	13,860.07	900.00	14,760.07	4.34	.24	1.46
Davidson	13,860.07	900.00	14,760.0			



Andrews	3,510.50	1.44	3.31	1.40	10,776.83	2.93	5.79	2.93	5.79
Ashtabula	3,655.80	3.83	3.45	3.22	11,153.18	2.06	2.07	2.06	2.07
Baltimore	94,336.80	1.37	1.21	1.23	3,457.54	8.16	6.39	8.16	6.39
Burlington	5,483.48	1.47	1.21	1.32	3,937.49	3,937.49	2.21	3,937.49	2.21
Chapel Hill	2,046.52	2.84	4.5	1.76	2,700.00	3,835.49	3.94	2,700.00	3.94
Charlotte	39,992.22	2.84	2.89	2.68	7,807.76	10,000.00	2.78	7,807.76	2.78
Cherryville	3,995.97	3.34	1.07	1.38	3,558.33	2,715	2.34	3,558.33	2.34
Concord	3,410.11	1.31	1.06	1.25	3,970.12	2,68	2.66	3,970.12	2.68
Durham	59,133.57	7.54	5.68	6.73	1,550.85	335.79	5.46	1,550.85	335.79
Edenton	12,535.66	2.02	1.49	1.47	7,448.88	6.95	13	7,448.88	6.95
Edwards	1,773.81	1.41	1.21	1.21	4,570.98	2,988	1.24	4,570.98	2,988
Elm City	2,975.51	3.14	3.8	2.00	14,022.05	2,000	4.15	14,022.05	2,000
Fairmont	5,001.21	1,803.82	1.39	1.44	5,424.51	1,392.85	3.44	5,424.51	1,392.85
Fayetteville	2,741.51	2.48	1.83	1.83	2,111.33	7,155.84	4.04	2,111.33	7,155.84
Fleming	1,988.45	1.56	1.28	1.28	1,051.92	2,384.04	1.25	1,051.92	2,384.04
Franklin	1,806.18	5,027.77	15.68	1.72	1,283.12	1,568.85	6.92	1,283.12	1,568.85
Gastonia	16,215.14	3.43	1.89	3.12	14,795.40	1,446.45	2.58	14,795.40	1,446.45
Glen Alpine	4,820.74	1,483.76	2.01	1.65	16,060.41	9,476.10	3.93	16,060.41	9,476.10
Greensboro	5,627.59	7.74	4.76	6.72	1,533.69	1,50.48	4.98	1,533.69	1,50.48
Greenville	9,280.97	9,280.97	3.75	3.35	18,666.86	1,908.59	5.86	18,666.86	1,908.59
Hamelson	1,233.11	5,514.47	3.51	1.68	1,557.45	1,557.45	1.40	1,557.45	1,557.45
Henderson	1,737.00	1,737.00	3.36	3.05	6,425.39	1,06.87	2.14	6,425.39	1,06.87
Hickory	9,877.01	3,02	3.09	2.66	6,233.53	1,267.03	1.49	6,233.53	1,267.03
High Point	30,641.80	4.67	3.71	4.48	9,242.23	5,335.81	3.70	9,242.23	5,335.81
Hillsboro	5,117.79	4,255.21	2.55	2.55	2,601.08	2,501.08	4.98	2,601.08	2,501.08
Kern County	5,351.98	2.25	2.16	3.32	3,417.06	1,238.69	3.37	3,417.06	1,238.69
Kings Mountain	23,834.72	10.85	4.59	8.02	10,000.00	1,191,284	4.36	10,000.00	1,191,284
Laurens	5,000.27	7,045.37	6.48	4.06	1,356.43	1,356.43	3.22	1,356.43	1,356.43
Lenoir	4,307.92	2.36	1.53	2.32	1,101.14	1,101.14	2.51	1,101.14	1,101.14
Lexington	4,307.92	4,307.92	1.37	1.14	3,397.49	3,397.49	2.95	3,397.49	2.95
Lynchburg	3,073.91	1,297.57	1.27	1.14	4,984.97	9,652.71	1.98	4,984.97	9,652.71
Lynchburg	2,683.16	2,683.16	2.21	1.64	18,025.52	111.07	5.47	18,025.52	111.07
Madison	3,261.56	2,296.96	1.82	1.82	13,283.57	9,907.17	7.02	13,283.57	9,907.17
Marion	1,343.15	1.65	1.19	1.58	6,233.53	1,267.03	1.49	6,233.53	1,267.03
McDonnell	8,838.89	12,333	11	6.87	10,659.16	1,451.33	13,304.49	10,659.16	1,451.33
Mecklenburg	13,570.17	2,340	1.22	1.09	13,697.95	5,285.21	15,922.25	13,697.95	5,2

# Small High Schools Should Be Eliminated, Larger Schools Meet Needs Better

State and local school authorities should begin to make long range plans for elimination of small high schools except those definitely isolated, the State Education Commission has recommended.

"The central problem in improving the educational opportunities for North Carolina is the small size of most of the high schools," the report said. The narrow offering found in the small high school, limited largely to traditional college preparatory studies, means that the needs of the majority of pupils are not met.

"The solution rests in reorganization of school districts so as to make possible larger high school enrollments and a consequent enrichment in both the common learning and elective programs."

The Commission included in its report a table showing the per cent of students graduating from small and large high schools. In schools with only three to four teachers, only 36.3 to 42.4 per cent of the pupils entering in 1944 remained in school to be graduated. In high schools large enough to have twelve or more teachers, from 63.5 to 70.8 per cent were graduated.

"Even a small increase in the size of the school is a potent factor in holding pupils in school," the report said.

The Commission said "striking evidence" of the limitations upon the curriculum in small schools was shown by an examination of State records.

These records show that the majority of North Carolina's 971 high schools are largely limited in their offerings to the five academic fields—English, mathematics, social studies, science, and foreign language—plus home economics and health. Only 78 per cent of the high schools offer home economics and only 55 include health instruction.

The per cent of seniors who have no definite plans beyond graduation is tragically high in both large and small high schools, it was found further, but it is higher in small high schools.

The Commission said that a minimum enrollment for a four-year secondary school should be 300. In instances where the elimination of a small high school is administratively impracticable because of isolation or road conditions, comparable services for youth should be provided at the increased cost required.

In line with the continuing national trend, the Commission also favors the reorganized secondary school wherever feasible. Local needs should determine the plan for reorganization.

Special attention should be given, the Commission found, to increased special services such as guidance counselors, librarians, curriculum co-ordinators and others, as well as clerical help, vocational teachers, and adult education teachers.

Good teachers should be encouraged to remain in the profession by a reduction in the teacher load, higher salaries, better living conditions, and high community regard, it was found.

## Curriculum Needs

The curriculum should be designed, the Commission said, to help youth to develop skills, understandings and attitudes essential to making a living; maintain good health and physical fitness; understand the rights and duties of citizens; learn the skills, abilities and attitudes necessary to good home and family life; learn how to purchase and use goods and services intelligently; understand the methods of science and the place of science in modern living; develop capacities to appreciate beauty in music, art, literature, and nature; use leisure wisely; develop respect for other persons and for a life of the spirit; think rationally, express thoughts clearly, and read and listen with understanding.

A poll of teachers, students and parents made during the Commission's thirteen-month study indicated that "some progress is being made in the schools of North Carolina toward training students to fill their place in a democratic highly industrialized society," the report said. "This is being done first by conducting courses of a technical nature in the school and second by making arrangements for pupils to gain work experiences within industry under the supervision of the school staff. Agriculture, diversified education, and distributive education have accomplished very satisfactory results in this way."

All groups were united in their belief that pupils should learn to work under supervision of the schools, that courses in occupational information are necessary, that pupils should be given more responsibility in the administration of the school, and that guidance work should be greatly strengthened.

## PUBLIC-SCHOOL PUBLICITY

*A Practical Guide for Teachers and Administrators* by Gunnar Horn, head of the English Department and Director of Publications, Benson High School, Omaha, Nebraska; Foreword by Belmont Farley, Director of Press and Radio Relations of the N. E. A., 28 humorous illustrations by Kay White; Copyright September 1948—226/xi pages—List price \$3.50.

This is a practical how-to-do-it book for teachers and administrators who handle school publicity. It is also recommended reading for all principals and superintendents who want their public-relations programs to be successful. And since success depends upon the cooperation of all members of the faculty, each classroom teacher should read at least the ten chapters on "Where to Find School News."

This book is devoted entirely to the publicity problems of elementary and secondary schools. (Other books on educational publicity seem to be concerned primarily with college publicity.) Here are the five sections:

10 chapters on where to find school news

7 chapters on how to write school news

5 chapters on how to get news stories published

5 chapters on how to get the school on the air

7 useful appendices

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Teachers were dissatisfied with the present guidance and placement practices. Pupils scored the failure to grant credit for participation in the school work program. From the data it is shown that neither large nor small schools are taking full advantage of community resources and there is not enough promotion of students organizations and activities.

Most pupils favored more courses of study in courtship and marriage, sex, and personal guidance and counseling. More than 90 per cent of the pupils, parents and teachers want practices dealing with rational thinking put into effect in the schools. Parents and pupils both favored more attention to reading, oral expression, use of school problems and newspapers, and an attempt to teach pupils to suspend judgment until they have studied all sides of a question.

## Scholastic Magazines Issues New Monthly

*Literary Cavalcade* is the title of a new monthly magazine issued by Scholastic Magazines. This new publication is designed especially for use in English classes of junior and senior high schools. Eight numbers will be issued at \$1.00 a year, with special rates in combination with other Scholastic magazines.

## Enterprise Says Great Deal Of Money Necessary

In an editorial in its issue of October 22, the High Point *Enterprise* points out "that a great deal of money must be spent if we are to save our schools," and the way to solve this problem is by the State as a whole.

A partial quotation of the editorial follows:

"We are now approaching a new legislature. And this time the cause of schools has the strongest backing it ever had before. We refer specifically to the monumental work done by the state education commission. Here are progressive recommendations backed by the facts brought out in a most complete study of every phase of the school needs. There is some difference of opinion among the members as to the best means of financing the schools—especially the school building program—but they are unanimous in pointing out the dire need of the system from top to bottom. Bankers, industrialists, railroaders, public utility men—those usually considered conservative and cautious—have joined with educators and others of liberal tendencies in proving to North Carolina that a great deal of money must be spent if we are to save our schools. Money is needed for salaries, for operations, for buses, for buildings. More money is now needed than would otherwise have been the case, because the system like the buildings has been allowed to deteriorate for lack of funds. The situation is truly desperate.

"Our only advice to the teachers is that they approach the problem as has the commission—from the standpoint of the state, its children and its future—rather than from the teachers' standpoint, only. We suggest that only because we are convinced that the welfare of all are inter-dependent and that the school problem is even more a North Carolina problem than it is a teacher problem.

"It is a problem that can only be solved by the state as a whole and we believe that at long last the teachers like the overall school system have the backing of the great majority of North Carolinians—citizens who know they must spend a great deal of money yet, knowing the need, are ready to do it."

# Lunch Program is Praised By Federal Authorities

## Area Supervisor Commends Program Also

North Carolina's School Lunch Program was highly complimented by Federal authorities in a recent letter to Russel H. James, Area Field Supervisor, who passed the comments on to State Superintendent Clyde A. Erwin.

According to Mr. James, the letter from the Washington office, in appraising the North Carolina State Plan of Operation for 1948-49, reads as follows:

"This is one of the best, most complete plans we have seen to date. It is in sufficient detail to give a clear picture of the State agencies' thoroughness in operating the program, yet it is not unnecessarily lengthy. Dr. Erwin and Mrs. Maley are certainly to be commended for their enthusiasm for the program in their State and their sincere interest in continually striving for over-all program improvement.

"We were very pleased to note the increased amount of local funds, both 'administrative' and 'program,' which will go into the program this year. This in itself is a big step forward, and we feel sure that it is partially due to the efforts of the above mentioned."

Mr. James adds his praise of the program also by saying: "Your State Plan meets with our approval without reservation. I assure you that we are looking forward with pleasure to our associations with you and your staff during the coming year."

In another letter Mr. James quotes the Washington office, in commenting on a Statewide survey of North Carolina's school lunch program, as follows: "This is the best thing of its kind we have seen so far and we feel it provides the kind of information every State ought to have for use in planning future operations in school lunch."

Workshops, meetings and panel discussions on this phase of the public school program also came in for a share of the commendatory remarks by the area supervisor. "Mrs. Maley and her staff," he said, "are to be commended on the success of these, the first in the State, two workshops for Negro principals, managers, and workers." Mr. James is referring to the workshops held September 1-3 at Raleigh and Elizabeth City.

## Board Authorizes Schools For Polio Hospital

Allotment of teachers for schools in hospitals caring for victims of infantile paralysis was authorized by State Board of Education at its September 30 meeting. Schools in these hospital centers will be employed and directed by the superintendent of schools of the administrative unit in which the hospital is located. There are only three or four of such centers in the State.

### Eisenhour's Views

Teachers' salaries should be doubled, says Dwight D. Eisenhower, President of Columbia University.

On August 10 the former General of the Army told the press that teachers should be brought to think that they are democracy's champions. Cities should put better schools and education even before better streets and other civic improvements, he said.

## NCCSSO Appoints Fuller As Executive Secretary

Dr. Edgar Fuller has been appointed Executive Secretary of the National Council of Chief State School Officers to succeed Dr. E. B. Norton, who has resigned to accept a college presidency in Alabama. He will begin his new duties in December with offices in Washington.

The new appointee holds a J. D. degree from the University of Chicago Law School and an Ed. D. degree from the Harvard Graduate School of Education. He has been a teacher, principal and superintendent of schools in New Mexico, president of a junior college in Arizona, lecturer on education at Harvard and Southern California, educational consultant to the Civil Aeronautics Administration and State Commissioner of Education of New Hampshire. At present he is Director of the Division of School Administration, U. S. Office of Education, Washington.



# State Represented at Attendance Meet

## North Carolina Lags in This Type of Work

The 1948 Annual Conference of the National League to Promote School Attendance which met October 18-21 at Birmingham, Alabama, was represented by Mrs. Amanda K. Miller of Concord, John Ray Owen of Fayetteville, Mrs. Kate Harrell of Winston-Salem, and L. H. Jobe, Raleigh.

According to Mr. Jobe, who represented the State Department of Public Instruction at this meeting, the conference was well attended by delegates from 31 states and Canada. Theme of this year's conference was "Improved Attendance Service Through Progressional Growth." The program consisted of addresses by leaders in the field of education, labor and welfare, and panel discussions by selected delegates to the conference.

Mr. Jobe also found out from this conference that North Carolina lags behind other states in the provision for school attendance workers. "Virginia, Tennessee, South Carolina, Alabama, Kentucky, Florida and Louisiana all have someone in the State Department who is responsible for school attendance, whereas North Carolina has not made any provision for the employment of a trained person to look after this important phase of school work."

"Another thing," Mr. Jobe stated, "is that several of the states have set up definite standards of training, work and salaries for local attendance workers, whereas North Carolina has done nothing in this field. California and Louisiana were pointed out by Mr. Jobe as having made notable progress in school attendance work. North Carolina, on the other hand, has employed 44 attendance officers to work in 64 of the 172 school units. The remaining 108 units must rely on the welfare superintendent for help in solving their attendance problems. Consequently, since these county officials already have a full-time job under direction of the State Board of Public Welfare, not much assistance in school attendance is available.

Still another point made by Mr. Jobe is the fact that these 44 attendance officers have training ranging from high school graduation to a master's degree. The salary range is from \$1000 to \$3600. Some workers are paid a mileage of from five to seven cents a mile, whereas others are paid so much per month ranging from \$10 to \$100. A

majority are employed for nine months, whereas some work 10, 11 and 12 months a year.

Their experience is also varied, Mr. Jobe states, some having been teachers, some nurses, some social workers, and one a lunchroom supervisor.

## Federal Office To Gather Library Data

As a part of its program of making essential information on libraries available to administrators, the Office of Education will gather data about school libraries this fall.

Similar information was presented through two previous studies, namely, *Statistics of Public School Libraries, 1934-35 and 1941-42*. According to reports received from approximately three-fourths of the superintendents of city and rural districts, 92 per cent of these school systems had some form of library service in 1942.

Plans have been made to mail copies of the form, *School Library Statistics (1947-48)* to superintendents of city and independent school districts and to county superintendents for all school districts under their jurisdiction. Superintendents are requested to have the form completed promptly and returned to the Office of Education.

### Education in Iceland

There is no illiteracy in Iceland. School attendance is compulsory. The elementary education is free and there are several state-owned co-educational secondary schools of which there are two divisions—the lower and higher departments. The students are taught Danish, English, German, French and Latin among other courses which are much the same as in our own high schools. The school year is from 26 to 30 weeks in duration. By passing the final examinations taken in the secondary schools, the students may then enter the university. The University of Iceland was founded in 1911 in Reykjavik.

## Flag Certification Made

North Carolina and United States flags may be purchased under certification No. 251, recently made by the Division of Purchase and Contract with the following dealers: Milton Bradley Company, Atlanta, Georgia; National School Supply Company, Raleigh, and the Southern School Supply Company, Raleigh.

Based on size and material, prices range from \$2.93 for a 2x3 foot cotton United States flag to \$180 for a Nylon 20x30 foot size. North Carolina flags range in price from \$5.88 for a cotton flag, size 2x3 foot to \$67.80 for a Nylon flag, size 8x12 foot. Transportation is paid on orders totaling \$10 or more.

Principals are requested to see their superintendents as to a schedule of prices, referring to certification number.

## South Makes Study Of School Public Relations

The Southern States Work Conference has launched a three year study of school public relations. A tentative report has been issued as the result of the 1948 ten-day conference held at Daytona Beach.

Subjects to be studied in 1949 include: role of the specialist in educational public relations; need for university courses; the administrator's responsibility for public relation in-service training; co-operation of lay organizations in school public relations; evaluation of public opinion.

Participating states are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia. John W. Brooker, executive secretary of the Kentucky Education Association, is chairman.

## Scholastic Teacher Has "Where to Find It" Issue

A special issue of SCHOLASTIC TEACHER listing hundreds of sources of classroom aids appeared on October 13th. It tells teachers where to write for materials on foreign countries, industries and key problems as well as for films and filmstrips, play sources, pictures, posters, charts, maps, pen-friend addresses, scripts, records and recordings.

A highlight of SCHOLASTIC TEACHER'S "Where to Find It" issue is a special selection of "Indispensable" books and materials for English and Social Studies teachers chosen by leading educators.

## School Board Minutes Are Important

School board minutes constitute an important record of the official actions of the board, and should be properly recorded and filed, according to Professor Guy B. Phillips, Executive Secretary of the North Carolina School Board Association.

The minutes of any governing body constitute the most important record, Professor Phillips says, and this is especially true of school boards. The minutes are the record of all decisions of the board and must be kept permanently, because they may be referred to years later. Officially, the board speaks through its minutes. The courts usually admit as evidence only minutes of a board of education in cases of litigation.

Since the minutes are important in the "eyes" of the law, it is essential that they should be kept in a book designed and used only for that purpose. The book should be loose-leaf so that the minutes may be written with a typewriter. Typing makes minutes more readable, more lasting, and less bulky. After a period of several years, it is advisable to bind the leaves into volumes. When the minutes are not in use, they should be stored in a fireproof vault.

## Wildlife Federation Sponsors Poster Contest

\$250 is the first prize for the winner of this year's CONSERVATION POSTER CONTEST conducted by the National Wildlife Federation of Washington, D. C.

The purpose of the contest is to develop a nationwide interest, particularly among young people, in the need for the restoration and conservation of our organic natural resources. The contest is open to all students anywhere in the United States from the seventh grade through the last year in high school.

The award will be made in connection with NATIONAL WILDLIFE RESTORATION WEEK celebrated the first week of spring; other prizes ranging from \$100 to \$10 will be presented.

Posters may be submitted in oil, watercolor, black and white and other media, and are to be sent to the NATIONAL WILDLIFE FEDERATION, Washington 10, D. C., to be received not later than January 15, 1949.

A copy of the rules and other pertinent information may be secured by writing to the Servicing Division of the Federation at 20 Spruce Street, Boston, Massachusetts.

## Quiz Kids Opened "Best Teacher Contest" November Fourteenth

The Quiz Kids are off to an early start in their search for the nation's "Best Teacher of 1949!"

They officially opened their fourth annual "Best Teacher Contest" on the Quiz Kids program on Sunday, November 14, immediately following the nationwide observance of American Education Week.

Once again, school children all over America will help find the best teacher of the year. All elementary and high school students have been invited to write letters on the subject, "*The Teacher Who Has Helped Me Most*." The letters will be judged by a group of eminent educators, who will evaluate the qualifications of the teachers nominated, and conduct personal investigations among the finalists to determine the top-winning teacher.

The "Best Teacher of 1949" will receive national fame, a cash prize of \$2,500 for a full year of study at any university or college, an appearance on the Quiz Kids program, and a week's entertainment in Chicago with all expenses paid. In addition, two other teachers will receive second-place cash awards of \$1,000 each.

Each teacher nominated for the award will receive an honorary certificate suitable for framing in her (or his) classroom.

The student writing the letter nominating the winning teacher will be awarded first prize of a \$1,000 U. S. Security Bond. For the two second best letters, awards will be two \$500 bonds. Twenty streamlined bicycles will go for the next 20 winning letters, and the next 30 winners will receive other special merchandise prizes. 500 more youngsters will each be awarded an honor certificate and a gold-plated Quiz

Kids pin making them honorary Quiz Kids.

### Rules of the Contest

1. Any student now in elementary or high school may nominate any teacher he (or she) now has, or has ever had, providing that teacher is still teaching.

2. To nominate his favorite teacher, the student should write a letter on the subject, "*The Teacher Who Has Helped Me Most*." The letter may be of any length, but must contain his name, age, grade, school, and home address, as well as the name and school of the teacher nominated.

3. Letters will be judged on the student's ability to tell honestly and clearly how some particular teacher has helped him, and the importance of that help. What he says is more important than how he says it. All students have an equal chance regardless of grade in school.

4. Letters must be written without assistance of teachers or parents.

5. The contest opens Sunday, November 14, and closes at mid-night, December 18, 1948. All entries must be postmarked before that hour.

6. Entries should be addressed to Quiz Kids "Best Teacher Contest," Chicago 77, Illinois.

The annual Quiz Kids "Best Teacher Contest" has the approval of the national contest committee of the National Association of Secondary School Principals, a department of the National Education Association.

## Negro Principals and Jeanes Teachers Hold Conferences

Five conferences of Negro principals and Jeanes teachers were held throughout the State the latter part of October, as follows: October 20, Fayetteville; October 21, Rocky Mount; October 22, Greensboro; October 26, Charlotte; and October 28, Asheville.

## New Films On Nature Of Democracy

*The Nature of Democracy*, a series of seven discussional slidefilms, is announced by The Jam Handy Organization. This series is produced in color by Curriculum Films Inc. The material in these films is based on extensive research and investigation. The subjects are designed for use in schools, church groups, cultural and labor organizations. Each film guides a discussion by the group. With each series there is a booklet of suggestions for properly using the series. Slidefilms are: 1.

Democracy at Work 2. Freedom of Religion 3. Equality Before the Law 4. Taking Part in the Government 5. Freedom of Expression 6. Education 7. By and for the People. For details, address The Jam Handy Organization, 2821 East Grand Blvd., Detroit, Michigan.

## School Boards Determine Policies

The primary function of school boards is legislation, according to Dr. W. E. Rosenstengel, Professor of Education of the University of North Carolina.

"Legislation," as defined by Dr. Rosenstengel and as applied to schools, refers to the enactment by the board of general regulations affecting the policies and major plans of the unit and the schools within the unit over which the board has jurisdiction. These policies, or rules and regulations, must not conflict with State laws nor with the rules and regulations of the State Board of Education.

Policies, Dr. Rosenstengel states, determines what shall be done and establishes the power and responsibility for doing it. Anyone may help formulate a policy, but only the board of education may enact it.

The execution of policies, on the other hand, is the duty of the administration—the superintendent and his staff. Where board members attempt to execute policies, friction usually develops because interpretation and understanding of the policy oftentimes does not correspond to good school administration. The execution of board policies usually requires special training and experience in school administration.

It has been found advantageous, Dr. Rosenstengel says further, for policies and regulations of the board to be mimeographed and furnished to those concerned, with an official copy kept on file in the office of the board secretary.

## Who Selects City Boards?

How are the members of boards of education in the city administrative units of North Carolina selected?

Dr. W. E. Rosenstengel of the University's School of Education faculty recently completed a study which answers this question. He found the following facts:

There is no set pattern for selecting board members in the 71 units then existing (there are 72 now).

Thirty-two boards, or 45 per cent, are chosen by popular vote. Twenty-five of these 34 are elected by the unit at large, the remaining seven being elected on the ward basis.

Thirty-four boards, or 48 per cent, are appointed by the board of alderman, the city commissioners, the county board of education, or the State Legislature, more frequently in the order named.

In one unit one board member is chosen by popular vote every other year and another appointed by the mayor on alternating years. The members of another board are appointed by the city council upon recommendation by other board members. Four of the 71 boards are self-perpetuating, that is, other members fill vacancies when they occur.

Dr. Rosenstengel raises this question: Should there not be an over-all pattern concerning the selection of board members?

## Why Join N.C.S.B.A.

Every board of education in North Carolina should belong to the State School Board Association:

1. To give strength to the program for better educational opportunities for the State.
2. To exchange ideas and experiences at State and district meetings and then arrive at better solutions of problems of public school administration.
3. To assume group responsibility for leadership in the most important public service of the State.
4. To represent the cause of childhood to the General Assembly.

## University School of Education Adds Staff Members

Announcement is made by Dean Guy B. Phillips of the University's School of Education of the employment of additional persons to the staff beginning this semester.

Dr. Samuel M. Holton, native of Durham, is working in the undergraduate programs of the School. Dr. Charles M. Clarke, a native of Arkansas, is in charge of practice teaching programs at the undergraduate level.

In addition to these two persons who will give full time service to the School, five graduate assistants have been named, Dean Phillips announces. They are: William Jenkins of Durham, Clifton L. Hall of Canada, James A. Gerow of Burlington, J. R. Melton of Kansas, and Clinton R. Prewett of Georgia.

## Tests to be Given to Sixth Graders

A State-wide examination will be given to all pupils enrolled in the sixth grade at the end of the fourth month of school, it is announced by Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction.

Tests to be used, Dr. Highsmith stated, are the Metropolitan Achievement Test and the Pintner General Ability Test. Orders for the number of blank forms needed in the several units have been received. After the tests are administered they will be sent to the World Book Company for scoring and analysis. Teachers are urged by Dr. Highsmith to use the results of the tests in improving instruction in their respective grades. "It is not enough to give the tests," he said, "the results must be used for the benefit of pupils."

## A Child's Mind Never Waits

Our American schools are now well into a new school year. It should be a good year. The teacher shortage crisis of the past two years is somewhat abated but not over.

The great need now is to encourage some of our ablest young people to enter the teaching profession. For if education is a vital concern of a free nation, it must be in the minds of able, well-prepared, well-paid, emotionally balanced teachers.

Probably six million additional children over and above pre-war enrollments will be entering elementary schools in the next decade. There may be as many as a million more secondary-school students. This will mean an additional outlay.

Expensive, too, will be the cost of plant replacement and repair long neglected during the war years. Six to eight billion dollars is needed for this purpose in the next decade.

People will have to decide in many cases whether to build roads, for example, or schools. Roads can wait. Children's minds never wait.

Yes, good schools cost money. But the load is not too heavy for a nation where 60 million are employed at a high level of income. Ignorance is far more costly.—The Public and Education.



# THE ATTORNEY GENERAL RULES

## Fines and Forfeitures; Duties of Superintendent in Checking; Disposition of

In reply to inquiry: I acknowledge receipt of your letter of July 12 enclosing a letter from Superintendent ..... of the ..... County Schools, in which he raises the following questions:

"1. Just what are the duties of the superintendent in checking fines, forfeitures, etc. due the public schools?

"2. To whom should these fines be paid if there is no county treasurer?

"3. If the budget estimate for fines in a given year is \$15,000 and \$20,000 is actually collected, does the extra \$5,000 go to the School Board to be used as it sees fit in keeping with the law or will the \$5,000 be carried over as a balance by the County Commissioners and be credited on next year's budget?

"4. May the County Board of Education determine how fines and forfeitures are to be spent within the items fixed by law, or is this subject to review and approval of the County Commissioners?"

I think that most of these questions are ones which Superintendent ..... should discuss with the County Attorney, as they deal with the duties and authority of the County Board of Commissioners, and it is the County Attorney's duty to advise that board in the performance of its duties.

However, I suggest for Superintendent ..... consideration in answer to his first question Section 115-382 of the General Statutes which defines the duties of the County Superintendent in checking fines, forfeitures, etc., due to public schools.

In response to his second question, he will certainly need the advice of the County Attorney, as many of the counties of the State have Public Local Acts which provide for the appointment of a county treasurer. I suggest for his consideration G. S. 155-3 which authorizes certain counties to abolish the office of county treasurer and to appoint a bank. While this act does not apply to all the counties in the State, it may be that it applies to the County of ..... He might also consider Section 155-6, which authorizes the sheriff of certain counties to serve as treasurer.

In response to his third and fourth questions I am enclosing herewith a copy of a letter which I wrote on July 22, 1948, to Superintendent ..... of the ..... County Schools, which I think will throw some light on the

## City Administrative Units; Treasurer; Bond Requirement

In reply to inquiry: In your letter of the 30th of July, 1948, you enclose copy of a letter from Mr. ...., Superintendent of the ..... Public Schools, which reads, in part, as follows:

"Our local tax funds and other receipts are received by me and are deposited in the name of the school board in the local bank. These funds are deposited in accordance with budget appropriations approved by the school board. The disbursements are made on vouchers similar to our State voucher forms. These vouchers are signed by the chairman and the treasurer of the school board and by me.

"My problem is: Is it necessary or desirable that I, the treasurer or the chairman of the school board be covered with a surety bond? If so, what should be the amount of the bond?"

G. S. 115-175 is as follows:

"The treasurer of every city administrative unit shall be required by the board of trustees of said unit to execute a justified bond, with security, in an amount to be fixed by the board of trustees, not less than one-half the total amount of money received by him or his predecessor during the previous year, conditioned for the faithful performance of his duties as treasurer of the funds of the unit, and for the payment over to his successor in office of any balance of school moneys that may be in his hands unexpended. This bond shall be a separate bond, not including liabilities for other funds, and shall be approved by the board of trustees of said unit; and that board may from time to time, if necessary, require him to strengthen his bond."

It is the opinion of this office, under the above statute, that the Treasurer of the City Administrative Unit is the only one required to be under bond, the amount to be determined as provided for in the statute.

It is noted that Mr. .... says that he receives these tax funds and deposits them in the name of the School Board in the local bank. It is suggested that the Treasurer of the City Administrative Unit is the proper person to receive and deposit these funds.—Attorney General, August 2, 1948.

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questions raised by him.—Attorney General, July 24, 1948. (See October Public School Bulletin.)

## School Committees; Tort Liability of School Committeemen; Motor Vehicles; Public License Tags

In reply to inquiry: In your letter of the 27th of July, 1948, you enclose a letter from Mr. ...., of ....., wherein he states that the ..... has recently purchased a bus to be used for extracurricular activities of the school; and he asks the following questions:

1. What is the liability of the local school committee, the principal and the driver in case there is an accident in which the bus is involved?

With respect to the liability of the local school committee, you are advised that the general rule as to the personal liability of public officers for injuries caused by their official acts is that such liability will attach when the cause of action is based on failure to perform or the negligent performance of a ministerial duty; but when the duty is discretionary, the officer's conduct must be corrupt and malicious if there is to be any liability. *Betts v. Jones*, 203 N. C. 590.

These principles, however, would not be applicable if recovery for injuries, resulting from an accident in the operation of the bus while being used for unauthorized purposes, were sought. The purchase and operation of the bus in the manner described by ..... is not authorized by any statute, but the Courts might hold that such was within the powers of the Committee. No case has been found in which our Court has passed on this question.

In *Gurganious v. Simpson*, 213 N. C. 613, a coroner was held personally liable for performing an unauthorized autopsy on a deceased person when there was no suspicion of foul play. In the opinion, Justice Devin observed, at page 616:

"The general rule is that when an officer goes outside the scope of his duty he is not entitled to protection on account of his office, but is liable for his acts like any private individual."

If the principal of the school or the driver of the bus should voluntarily agree to operate the same, their consent would probably preclude any recovery from the school committeemen. However, if the school committeemen, under color of their office, should require the principal or the student driver to operate this bus, it is possible that, under

(Continued on page 16)

## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, Nov., 1943)

The ten white schools and two of the Negro schools of the Chatham County administrative unit provide lunches to all the children enrolled in those schools at five cents per lunch, it is learned from J. S. Waters, Superintendent of the Chatham County Schools.

The Audit Report of the State Board of Education covering the use of State funds in the operation of the public elementary and secondary schools recently completed shows a total expenditure of \$30,480,385.22 from the \$30,744,691.20 in funds available, leaving an unexpended balance of \$264,305.98.

A \$200 bond as a first prize and second and third prizes of \$100 and \$50 bonds are being offered by the State Salvage Committee to the public schools of the State collection the most scrap per pupil during the "National Victory Scrap Drive."

Students of the Lincoln county schools picked a total of 39,104 pounds of cotton for the farmers of Lincoln county between September 27 and October 8, it is learned from a letter from J. G. Morrison, county agent of that county, and Morris S. Yoder, farm labor assistant, to S. Ray Lowder, superintendent of Lincoln county schools.

### 10 Years Ago

(N. C. Public School Bulletin, Nov., 1938)

Vocational education is the most important need of the schools of North Carolina with the 12th grade coming second, it is indicated by replies being received by a special committee on education appointed the past summer by Governor Hoey.

The meetings planned for professional study by the Cabarrus County teachers will center around the subject of "The School and the Community."

The Division of Instructional Service has recently prepared for distribution a bulletin on "Special Classes for Handicapped Children in the Elementary Schools."

General school exhibits were on display at the State Fair from the following schools: No. 3 Township, Cleveland County; Helena and Bethel Hill, Person County; Central, Pasquotank County; Lilesville, Anson County; Apex and Wendell, Wake County; and the Greensboro City Schools.



## Attorney General Rules

(Continued from page 15)

the rule stated in the *Gurganious* case, they might be held liable.

2. Would liability insurance be desirable or required or would the school be considered an agency of the State without liability so that, even though insured, the insurance company would not be liable?

It is the opinion of this office that liability insurance is desirable in such a case though not required by law. If Mr. \_\_\_\_\_ could find an insurance company which would write a liability policy on this bus, it should be clearly written in the insurance contract the facts of the case; and special provision should be made therein for the protection of the school committeemen as well as the driver and the principal of the school.

3. Inasmuch as this bus is to be used for school activities only, may we obtain a public school license plate for this bus?

The answer is yes. In this connection, see G. S. 20-84 which provides that public-owned vehicles may carry a public license plate.—Attorney General, August 2, 1948.

## Units Elect New Superintendents

Three new superintendents have been recently elected to fill out the unexpired terms of persons who resigned. These are: *Tryon*: Laxton Hamrick to succeed W. A. Schilleter, who resigned to return to the army; *Warren County*: W. B. Terrell to succeed J. Edward Allen, who resigned on account of ill health; and *Wadesboro*: W. L. Wildermuth to succeed Mr. Terrell.

## MAKING TODAY'S NEWS

**Newton-Conover.** Newton-Conover teachers at the first meeting of the year voted to take three and one-half school days for Christmas, no Thanksgiving holidays and no Easter holidays, R. N. Gurley, superintendent, reported today.—Hickory Record, September 21, 1948.

**Sanford.** M. A. McLeod, superintendent of schools at Sanford, is undertaking an ambitious program for his system and cutting a pattern which may be a little difficult to follow. He is extending education to the lunchroom and says that children will be taught food values, table etiquette, sanitation and health habits.—Editorial in Shelby Star, September 25, 1948.

**Burlington.** The average number of students in classrooms within the city school system, except in the first grade, has reached a satisfactory point to which school officials have been aiming during the past ten years, according to Dr. L. E. Spikes, superintendent.—Burlington Times News, September 22, 1948.

**Warren.** The Warren County School Board Friday night accepted the resignation of J. Edward Allen, Superintendent of County Schools, who is under indictment on charges of mishandling school funds.—Durham Herald, September 29, 1948.

**Wake.** Two building projects for county schools — a cafeteria-community center at Garner and a vocational center at Wake Forest—received final approval yesterday (Oct. 4) at a meeting of the Wake County Board of Education.—Raleigh News and Observer, October 5, 1948.

**Halifax.** Halifax County has been allotted seven new teachers in the basis of the opening enrollment, announced W. Henry Overman, county superintendent.—Scotland Neck Commonwealth, October 1, 1948.

**Vance.** Requests for repairs at several schools were considered by the Vance Board of Education today at its monthly meeting, and committees were authorized to determine costs, to the end that it might be learned if funds were available to do the work requested.—Raleigh News and Observer, October 5, 1948.

**Guliford.** Guilford County probably will be made the testing-ground for one of the most complex studies of the North Carolina Education Commission—an effort to determine how certain teachers, characteristics affect the progress of pupils in the public schools.—Winston-Salem Journal, September 29, 1948.

# NORTH CAROLINA PUBLIC SCHOOL

... Published Monthly by the State Department of Public Instruction ...

# Bulletin

DECEMBER, 1948

RALEIGH, NORTH CAROLINA

VOL. XIII, No. 4

## Board Submits Budgets To Advisory Budget Commission

Budgets approved by the State Board of Education on September 30 were submitted to the Advisory Budget Commission on November 12. These budgets included the Nine Months School Fund, Vocational Education, Purchase of School Buses, Textbook Division, Board Administration and the Department of Public Instruction.

For the Nine Months School Fund the total requested for each of the two years was \$101,591,482 and \$104,246,196 for 1949-50 and 1950-51, respectively. These amounts included funds to pay Class A teachers annual salaries ranging from \$2400 to \$3600 and those holding graduate certificates a maximum of \$3900 annually. The proposed budgets also include substantial increases for principals, superintendents, and other school employees. Compared with estimated expenditures for 1948-49, the proposed budgets represent a \$40,000,000 increase.

In addition to the requested salary increases for all school personnel, these budgets include annual requests of \$424,800 for salaries and travel of attendance workers for the local administrative units; \$575,000 for supervision of instruction, \$638,820 and \$661,178 for each year of the biennium for clerical assistance for principals, \$108,000 for the purchase of storage tanks for gasoline, and \$550,000 for a program of health and physical examination of school children.

By object, the requests for the Nine Months School Fund for 1949-50 and estimated expenditures for 1948-49 are as follows:

	1948-49	1949-50
Gen. Control.....	\$ 840,348	\$ 1,042,920
Instruc. Serv.....	52,666,118	89,323,190
Operation of		
plant.....	3,377,500	4,186,700
Fixed charges.....	25,000	25,000
Aux. agencies.....	4,202,366	5,747,022
Unallotted.....	2,000	10,000
Receipts.....	47,404	—
Totals.....	\$61,333,997	\$101,601,482

For vocational education the estimated expenditure for 1948-49 is \$1,615,-

100, and for 1949-50 the request is for \$3,116,832 for each respective year. Substantial increases are also requested for the administration of the educational program on the State level.

## People Vote Favorably One of Four Amendments

One of the four proposed amendments to the Constitution was voted favorably by the voters of the State in the election held November 2. This was the amendment providing that in special elections on bond issues and tax levies for other than necessary expense, the determining result shall be based upon majority vote rather than by a majority of registered voters as the case has been. This is section 7 of Article VII of the Constitution.

Hereafter all votes under this section of the Constitution shall be decided by those who actually vote. Those who register but do not vote will not be counted against the proposition voted as formerly.

Proposed amendments failing of passage were: (1) pay increase for legislators, (2) reduction in the limitation on increasing public debt, and (3) increase in the tax levy on property for general county expenses.

## Work Begins Toward New Health Bulletin

Meetings have been held in six areas of the State this fall at which persons engaged in the health, physical education and safety activities among the schools, colleges and other organizations began work on a new curriculum bulletin.

Six district conferences have been held at Fayetteville, Greenville, Raleigh, Greensboro, Charlotte and Asheville. A State-wide meeting was held at Chapel Hill on November 6. Other district and State meetings will be held early next year, after which the material prepared will be turned over to a smaller committee to edit and get ready for the printer.

The project is sponsored by the State Department of Public Instruction and is under the general supervision of Charles E. Spencer, John Cameron, John Noe, Ruth O. Moore, and Mrs. Annie Ray Moore, all members of the Department staff. It is the plan to have the new publication available for distribution for use during the 1949-50 school term. The supply of the publication printed in 1940 is exhausted.

## 84 Counties Employ 409 Home Economic Teachers

Tabulation of the teachers of home economics employed this year reveals that 409 teachers of home economics are employed in 397 schools in 84 counties of the State. The term county refers to the geographical unit and includes city administrative units where such are located within a county.

The 16 units that do not employ teachers of home economics are the following: Ashe, Alleghany, Avery, Camden, Catawba, Chatham, Clay, Dare, Johnston, Jones, Lincoln, Macon, Madison, Mitchell, Pamlico, and Yancey.

Of the total schools employing teachers of this subject, 339 are for white students and 58 for Negroes, the latter located in 39 counties. In addition to these teachers of home economics, three units, Asheville, New Hanover and Leaksville-Spray, each employs a family life co-ordinator.

## Features

	Page
Board Submits Budgets to Advisory Budget Commission.....	1
Superintendent Erwin Says.....	2
An Economic View of Education Week .....	3
Schools and the American Future.....	4
School Board Association Adopts Resolutions.....	14



## Superintendent Erwin Says . . .

Members of North Carolina's General Assembly of 1949 are a fine, patriotic group of outstanding citizens. They were elected to this body by the people of their respective communities to represent the people of those communities and the State as a whole in enacting legislation that will affect the lives of these people—not for two years only, but for future generations. Specifically, what the General Assembly of 1949 DOES will play an important part in the future development of the State.

These men are interested in the welfare of the State and its citizens. They are interested in providing the best and most equitable laws that will aid in the development and advancement of the State. Their acts, however, are governed by the knowledge which they have. In other words, when legislation concerning public education is being considered by the General Assembly, the members need to know the condition and needs of the schools of the county which they represent.

In this connection, I wish to suggest that school authorities take every opportunity to acquaint the members of the General Assembly with such needs. This may be done in numerous ways. The superintendent may take the member on a tour of the schools, thus giving him first-hand information. He may invite him to attend a meeting of the board of education when important matters are being considered in order that he may observe the problems confronted by school administrative authorities. He may invite him to attend teachers' meetings where he may learn some of the phases of the instructional program. He may furnish him with printed or typed information concerning various phases of the schools—attendance problems, equipment shortages, health needs, shortage of teachers and other needs. Or he may talk to the representative personally, telling him of the situation with reference to schools.

These are only a few ways by which the members of the General Assembly may become better informed about the public schools. When these men come to Raleigh, we will present them with other information. And as an outcome of this procedure, I believe the General Assembly of 1949 will better understand the condition of the schools and that the schools and the children of the State will receive their greatest benefit as a final result.

I hope, therefore, that all persons interested in the improvement of our schools will work together for a better school system, wider opportunities for the children and ultimately a greater State.

### NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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State Superintendent of Public Instruction

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# . . . . *Editorially Speaking* . . . .

## AN ECONOMIC VIEW OF EDUCATION WEEK

This is American Education Week. In that its purpose is to focus more public attention on the problems and potentialities of the nation's schools, it is a very important period.

But this also is North Carolina Education Week—in that our state is a part of America. And in that its purpose is to focus more public attention on the problems and potentialities of our schools, it is of the utmost importance to us, our state and our children.

Again we go back to the recent report of the state education commission—that body which has made the most exhaustive and objective study of North Carolina's public schools in the state's history. We go back to the first chapter of the report which concerns North Carolina's schools and North Carolina's resources. And we might add—to those who might think we are over emphasizing that report—that any citizen, any state executive, any state legislator who doesn't go back to that report time and time again during the next several years, is missing the greatest guide book to a greater North Carolina that has ever been compiled.

This chapter concerns the prospects for a higher standard of living and a better life in North Carolina.

The researchers found that from the standpoint of soil and agriculture, from the standpoint of minerals, from the standpoint of climate, from the standpoint of potential human resources, North Carolina is excelled by few if any states in the union. (And remember, please, the commission brought in outside experts, without any state bias, and used their findings as well as their own Tar Heel opinions.)

These students and these practical North Carolinians—coming from all walks of life—came unanimously to the opinion that North Carolina's income of approximately three and a half billion dollars could be increased three times if only the State would utilize the formation and the knowhow already on the shelves and in the files of the University of North Carolina's three units.

So we not only have it, according to this exhaustive study and report, but also we know what to do with it.

But can we finance it? Have we the social organization and the economic mechanism for effective utilization of North Carolina's resources and opportunities?

The commission answers "Yes," and does a good job of proving it. Why right now North Carolina money is financing projects all over the country and North Carolinians outbid New York banks for North Carolina securities.

Then why does North Carolina stand so low in the economic scale? Why are we around fortieth among the states in per capita income when we ought to be in the first three or four—or maybe first—according to all the potentialities of our state?

The answer is simple. Before we give it, may we remind you that this unanimous report was signed by representatives of the biggest power company in the South, the biggest bank in the South, leaders in every hard boiled economic field as well as leaders in the professions, including of course the profession of education? May we remind you that there were more big tax payers—or their representatives—on this commission than there were tax spenders? May we remind you that if ever there was a practical study and practical report—made by men and women who looked at education as an economic as well as a social problem—this was it.

But their answer was still simple—and still unanimous.

North Carolina must spend a very, very great deal more money on its public schools if the State is even to approximate its economic opportunity—an economic development which will profit every citizen and every corporation in the State.

Better schools mean better life—and, yes, more money for everybody—even for those blind reactionaries who are today, the No. 1 enemies of educational progress in North Carolina because they don't recognize the best investment ever offered their State or themselves.—High Point *Enterprise*, November 7, 1948.

## Schools and The American Future

America is strong. It is strong in military and industrial might. It is strong in natural resources. But its greatest strength lies in its human resources—its people.

Today we are in the midst of an era of competing ideologies, of competing systems of government, of competing systems of economic planning and organization.

"For generations the American people have had to give little thought to the possibility that in their own land their free way of life would be challenged. But in our day such a challenge has arisen. It can be met—not by industrial, military or physical might—but by the real strength of America, the moral and spiritual might of an intelligent people.

Today when daily headlines warn us to consecrate ourselves anew to our precious ideals of democracy, we are faced with the startling fact that more than three million American children annually attend public schools that are financed at the poverty level, and that the ratio of inequality between the advantages enjoyed by pupils in our best school systems and those endured by pupils in our poorest schools is the appalling proportion of 60 to 1!

During American Education Week, which is now being observed throughout the Nation, every intelligent citizen would do well to ponder these facts and reflect upon their meaning in terms of the American future in the light of this statement by President James B. Conant of Harvard University: "We cannot hold our own against the challenge of the Soviet philosophy unless there is a determined improvement in our system of public education." We should also weigh those facts in view of the obvious truth that when we speak of democracy in America we do not mean merely the advantages and high promise of life and the educational opportunities which may exist for all in our wealthiest and most progressive states. For if democracy is to prevail in this country, it must prevail in the geographic sense, and for all people.

Paul G. Hoffman, ERP Administrator, declares: "The greatest danger to our freedoms is ignorance of what constitutes them; of the dangers which beset them; and of the duties and obligations of good citizens.

"Good schools and good teachers are an impregnable line of defense against the teachings of totalitarian thought and practices."

Warren R. Austin, U. S. Representative to the United Nations, states that "education today has the supreme-

ly difficult task of preparing people to live in an atomic age." Today it is more necessary than ever that individuals be educated in order to meet the problems of daily living. The experience of the Army with functional illiterates led the Census Bureau to observe that "in a society with a highly complex technology, the mere ability to read and write—perhaps with difficulty—is in itself an index of only limited usefulness." Today our children must be trained how to live in order to make democracy live.

Ralph McGill, editor of *The Atlanta Constitution*, has called ignorance the South's "Iron Curtain." With the reelection of President Truman, new hopes arise for the lifting of this curtain. The President reiterated many times during the 1948 campaign his intention to press for a program of Federal aid to education. That aid must come if the Nation is to open the doors of equal educational opportunity to all its youth and thus assure the full development of its greatest strength—the human resources of the United States.

Federal aid prospects however, must not blind the individual states and local communities to their own duties and responsibilities in behalf of education. The aid proposed in the Taft-Hill Bill, S-472, would provide Federal equalization funds for use only in the operation of the schools. It would not provide aid for the building of new school plants or the equipping thereof. In North Carolina the State Education Commission reports that hundreds of new school plants for white and Negro children are needed, and reports that 72 of the 100 counties of the State do not have the borrowing capacity to provide for even their immediate and urgent building needs. This being true, it is evident that the Commonwealth should take steps to aid these counties in providing badly needed school facilities.

The State must likewise provide better salaries for teachers in order to obtain and retain the better instructors for the youth of the State.

Our schools must be made strong. They must be made more effective instruments for the teaching of good citizenship, the spirit of tolerance and fraternity for developing those attributes of vocational skill and leadership which are equally essential if in tomorrow's America, democracy is to live.—Winston-Salem Journal, November 9, 1948.

## Educator's Dispatch Says Congress To Put Through Educational Measures

Congress now has the power to put through far-reaching measures relating to education which it was unable to get enacted by the last Congress, according to Educator's Washington Dispatch.

Measures listed by the Dispatch as possibilities are the following:

(1) Federal aid to education; old-age and survivors insurance for educational workers; more aid to dependent children. These proposals are part of Truman's social welfare program which he asked the people to approve.

(2) A new bureau for labor extension education; and a stronger U. S. Employment Service with counseling services for young job seekers. These measures would "pay off" labor for its help in the elections.

(3) A Department of Welfare, with FSA Chief Ewing at its head. This would include the Children's Bureau, to be strengthened with a proposed 5,000,000 annual appropriation. It would also include the U. S. Office of Education—unless schoolmen succeed in creating a National Board of Education outside of any Department or Agency.

(4) Finally, Truman will make another attempt to push through universal military training. A national science foundation, which may sponsor Federal scholarships for talented youth, is also on the list of measures to be pushed.

## Colleges to Sponsor Again High School Senior Tests

Administering tests to this year's high school seniors will be sponsored by the North Carolina College Conference, it was voted at its annual meeting on November 10.

Although the program will not be activated until formal approval has been received from each member institution, Dr. James E. Hillman, Secretary-Treasurer of the Conference, is of the opinion that a sufficient number of institutions will indicate their desire that it be given to warrant its administration. It is estimated that the administration of the testing program will cost approximately \$4,500. Each institution will pay its prorata share of the cost at 50 cents per freshman. The tests will be given at the earliest possible date, Dr. Hillman stated, in order that results may be certified to colleges as soon as possible.



## Carolina Motor Club Commends State Dept. For Safety Program

The Carolina Motor Club recently commended State Department of Public Instruction officials for their action in the promotion of Institutes in Driver Education and Training and in outlining a program to spread driver education and training classes throughout the schools of the State. This commendation was in the form of a resolution passed by the Board of Directors October 11, 1948, which reads as follows:

*In view of the fact that the North Carolina State Department of Public Instruction under the competent leadership of Dr. Clyde Erwin and Dr. J. Henry Highsmith has been cognizant of the need for expanded safety education in the schools of the state.*

*And whereas the State Department of Education has seen fit to sponsor during the past year two Institutes in Driver Education and Training designed to qualify the teachers of North Carolina to instruct students of the various schools in the art of skillful and courteous automobile driving techniques.*

*And whereas the State Department of Education with penetrating foresight and preparation for safety advances in the immediate future has employed a full time Safety Director, Mr. John L. Cameron, and an Assistant Safety Director, Mr. John Noe, and has outlined for them a program to spread driver education and training classes throughout the schools of the State that will do much to reduce accidents and fatalities.*

*And thereby State Department of Public Instruction officials have realized that in the schools of the State of North Carolina the seeds of safety can be sown and that a place should be made in already crowded curriculums for a topic such as driver education and training that has become such a pertinent and vital field in the century in which we now exist.*

*Now be it therefore resolved by the Directors and Officers of the Carolina Motor Club, assembled in Charlotte, North Carolina on this the 11th day of October 1948, that the Carolina Motor Club highly commends the State Department of Public Instruction for this progressive action and wishes to pledge active support to the worthy program in every way possible so that eventually all counties in the State will be embracing driver education and training classes in their schools and furthermore the Club is of the sincere belief that the lasting results of driver education and training classes will be substantial re-*

## Conference Adopts Charter For North Carolina Children

A children's charter was approved by the Conference on Services for North Carolina's Children held in Raleigh September 28, 1948, under auspices of the North Carolina Conference for Social Service.

This charter is as follows:

North Carolina's children are its greatest resource. In recognizing the State's responsibility for all children and the importance of providing an opportunity for the development of their full potentialities, certain basic needs must be provided. The following essentials are recognized as necessary in order to foster the well-being and happiness of all children in our State.

### I. FAMILY LIFE

- A. A home that provides spiritual and moral training
- B. A home that provides opportunity for the well-rounded development of individual personality
- C. A home that provides love and security
- D. A home that is physically safe and sanitary
- E. A home that has adequate income to meet essential needs

### II. HEALTH

- A. Adequate prenatal, natal, and post natal care
- B. Periodic physical examinations with provision for follow-up treatment for all remedial defects
- C. Regular dental care for all children through high school
- D. Adequate protection from all diseases
- E. Special facilities for the physically handicapped
- F. Services to safeguard and protect mental health

### III. EDUCATION

- A. Adequate school buildings properly and safely equipped
- B. Adequate and qualified staff in all schools
- C. The provision of adequate educational and training facilities to meet the special needs of all exceptional children
- D. Adequate vocational training
- E. Adequate guidance services for all children and youth in schools and colleges

### IV. RECREATION

- A. A community that provides wholesome recreational facilities for all age groups
- B. A community that stimulates individual creativeness in a variety of cultural experiences

### V. LABOR

- A. Opportunities for guidance and work experience under proper con-

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ductions in deaths and accidents on the streets and highways of North Carolina.

trols

- B. Protection from work that is detrimental either physically or mentally to a wholesome childhood and youth and to an adequate education

### VI. SOCIAL SERVICES

- A. Social services available to all children in need of case work services or special protective services
- B. Skilled placement and supervision of children living outside their own homes
- C. Adequate financial assistance for children with or without parental support

### VII. GENERAL

- A. A community in which the individuals recognize that the welfare of their children is of primary interest and in which the safety, well-being, and happiness of the children are major objectives
- B. A community in which State laws for the protection of children are fully implemented
- C. A community which provides adequate facilities for children with adjustment problems in either their homes or the community
- D. A community in which the need for adequate planning, necessary facilities, qualified personnel, and adequate appropriations for services for children are both recognized and met insofar as possible.

## Need 6,356 Classrooms

There is need for 6,356 additional classrooms to North Carolina's total school plant, a recent survey by W. F. Credle, Director Division Schoolhouse Planning, State Department of Public Instruction, shows.

Practically every administrative unit of the State indicates the need for school buildings of some sort, the survey further shows. In addition to classroom needs, 433 auditoriums, 504 physical education buildings, 364 vocational shops, 367 teachers' homes, 1,332 school buses, and 1,072 repair projects were listed as necessary in order to bring the total school plant up to standard. An estimated total of \$159,365,731 is needed to provide these facilities, the survey shows.

According to Mr. Credle, it will be absolutely impossible to provide these urgent needs under the present method of financing such projects. In many cases where the need is greatest, the wealth of the unit is not sufficient to support the proposed building program. State aid, therefore, must be provided, if the children in these units are to receive their rights to a minimum educational opportunity.

# Ten-Point NEA Platform To Strengthen Schools Includes Federal Aid

Prompt consideration by the 81st Congress of federal aid to education is one plank in a 10-point platform which the National Education Association announced recently to "strengthen education in the United States during the coming year." Willard E. Givens, executive secretary of the association, released details of the program.

Federal aid to education, Givens said, is essential "to remove the threat to our nation's security caused by millions of children who today are denied a fair chance to get a basic education."

Conditions which the National Education Association regards as a threat to the nation's security were listed by Givens as follows: 4,000,000 children of school age are not enrolled in any school; 2,800,000 persons, 14 years of age and older, are illiterate; 8,197,000 persons, 14 years of age and older, have less than a fifth grade education; 659,000 persons, about twice the number of combat divisions deployed in the South Pacific operations of World War II, were rejected solely for educational deficiencies; although 100,000 new elementary teachers will be needed annually for the next ten years, the output of our colleges which prepare teachers in 1948 was about 20,000 persons prepared for elementary school positions, of whom less than 12,000 were four-year college graduates; our public school systems are not being prepared to receive the 9,000,000 more children who are expected to be enrolled in 1957 than were enrolled in 1947.

In addition to federal aid to education, the action program which NEA will seek to advance in the year ahead was listed by Givens as follows:

1. *Preservation of Democracy.* All schools have an obligation to teach the rights, privileges, and the responsibilities involved in living in a democracy. It is the responsibility of the schools to indoctrinate our youth in the American way of life so that they know it, believe in it, and live it continuously.

2. *Education for World Understanding.* We believe the teaching profession must accept the responsibility to educate our youth in international understanding, so they may have a basic preparation to face the problems of living in an interdependent world. The association urges that all schools provide for systematic instruction about the United Nations, its history, structure, purposes, accomplishments, and problems.

3. *Reorganization of Administrative Units.* Citizens of every state are urged to give serious attention to the reorganization of school districts into larger administrative units with sufficient resources and pupils to provide economically adequate educational opportunities for all.

4. *Professional Standards.* To insure competent teachers, the NEA urges adoption of these standards: (a) The minimum educational qualification for all teachers shall be a bachelor's degree with an in-service educational requirement for additional work toward a master's degree or its equivalent; (b) Issuance of emergency certificates shall be discontinued; (c) Minimum salaries with adequate annual increments shall be established which recognize the services and responsibilities of the teacher and compensate for thorough professional training.

5. *State and County School Administrators.* We urge an upward revision of educational qualifications for state and county school administrators.

6. *Expansion of School Services.* The public school program should be expanded to provide summer camping, recreational and creative activities. The association also recommends that public education should be extended through grades 13 and 14.

7. *Teacher Recruitment.* National, state, and regional conferences should be conducted to attract persons of adequate scholastic ability, high character and integrity, and outstanding personality to the profession of teaching. Public and private scholarships should be made available for assistance of worthy students when financial help is necessary.

8. *United States Office of Education.* The development of education, whether at the local, state or national level, should be placed above all temporary and partisan political issues with appropriate administrative arrangements to safeguard the integrity of the educational process. To this end the association urges Congress to make the United States Office of Education an adequately-financed, independent agency, headed by a national board of education. It further recommends that a professionally-qualified commissioner of education be selected by the board to serve as its executive officer.

9. *Professional Responsibilities.* All teachers should strive to improve existing practices and standards in school

## Boys Outnumber Girls In Albemarle High School

The number of boys enrolled in the Albemarle High School is greater than the number of girls in that school, it is learned from Dr. J. Henry Highsmith, Director of Instructional Service, State Department of Public Instruction. This year there are 325 boys and 290 girls. This is an unusual situation, Dr. Highsmith says, in that in most of the State's high schools girls outnumber boys.

A recent editorial in the *Stanly News and Press* attributes the greater enrollment of boys to the fact that the Albemarle school has a larger number than usual of capable men on its faculty. In the opinion of Dr. Highsmith there may be something to this point of view although no studies have been made to substantiate this conclusion.

Paragraphs from the editorial referred to are as follows:

"Taking North Carolina as a whole, the high school enrollment in the white schools during the 1947-48 term was 128,737 pupils, with 59,449 boys enrolled as compared with 69,288 girls. Reduced to percentages, 46 per cent are boys and 54 per cent are girls. Albemarle's figures for last year which, incidentally, were the same as for this year reveal that 52 per cent are boys and 48 per cent are girls.

"A check on five other high schools of about the same size as Albemarle reveals that girls outnumber the boys in four of these schools. In the fifth school, the enrollment of boys is slightly larger than that of the girls.

"In seeking to determine the reason for the larger enrollment of boys, we have come to the conclusion that it lies in the fact that the seven men on the faculty at the high school have been able to hold the interest of the boys, and thus keep them in school. They have held this interest because of their ability as teachers and as leaders of youth.

"These seven men and the courses they teach are as follows: J. C. Morris, industrial arts; E. F. Wilson, mechanical drawing and vocational training; H. T. Webb, physical education; D. H. Peiffer, history; Paul Fry, chorus; Spencer Hatley, band; and R. C. Hatley, science."

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policy by participating in groups working for the solution of school problems, such as curriculum revisions, teacher welfare, opportunity for advancement, salary schedules, tenure, sick leave, and retirement benefits.

## Pepsi-Cola Scholarships Discontinued

Pepsi-Cola scholarship awards will not be made this year, it has been announced. Reason assigned for discontinuance of these awards is the fact that earnings of the company have dropped. Ingredients for the drink have advanced, yet a bottle of Pepsi-Cola still sells for a nickel. Winners of four-year college scholarships of past years still in school will continue to receive the scholarship aid promised, it is stated.

## Department Recommends Guidance Program

A six-point guidance program for elementary schools is recommended by the Occupational Information and Guidance Service of the Department of Public Instruction in a ten-page bulletin recently issued.

The recommendations made are as follows:

1. That the program of guidance shall not be limited to the secondary field of education but should be functional in the life of the child during his entire school life.
2. That much information regarding the way people live and work should be included in the elementary school social studies program.
3. That in a school in which there are drop-outs before entrance to the next school level, a careful study of community work opportunities should be undertaken.
4. That in any elementary school there should be a carefully planned orientation program between the last grade and the next school unit.
5. That both in-service and pre-service teacher training should make adequate provisions for training of the elementary teacher for her part in the guidance program.
6. That teacher training institutions explore the possibilities of co-operating with social agencies for the purpose of giving teachers training in use of case studies which include many home contacts. Such training should be supervised by both the college and the social agency.

A copy of the bulletin including this report on the Guidance Program in the Elementary School may be secured from Miss Ella Stephens Barrett, State Supervisor of Occupational Information and Guidance, State Department of Public Instruction, Raleigh, N. C.

## A Campaign Promise

(From Governor-elect Scott's Campaign folder, on schools)

"Present teacher salary schedules are starving qualified teachers out of the schools. To attract and hold teachers to whom we trust our future generations, we must make the profession of teaching more attractive. The State must pay salaries that will enable the schools to compete with business and industry for talent.

For a teacher who is a four-year college graduate and holds an A-grade certificate, \$2400 a year is a fair starting salary on the basis of today's living costs. As Governor, I would recommend such a salary.

There must be an incentive to keep teachers in the profession. I would recommend an increase, in accordance with available revenues, with a salary range for teachers between \$2400 and \$3600 a year as the goal.

The State of North Carolina cannot afford *not* to pay these salaries. Its whole social and economic structure is threatened if we don't train our children to become citizens and taxpayers as well as those in other states with which we, as a state, are in competition.

Teachers should be paid on the same basis as other State employees. They should get their pay each calendar month, regardless of whether for reason beyond their control they were able to teach or not. I refer to schools being closed because of impassable roads or other reasons. When the teacher is on the job and the schools are closed, she should be paid. We must take school teaching out of the sweatshop category.

## Controller's Office Issues Bulletin On Accounting

A 20-page mimeograph bulletin on "An Accounting System for Individual Schools" has been issued by the Controller's Office, State Board of Education.

This bulletin by illustration of the various forms to be used in the local schools and by explanation shows how the funds in a local school may be handled. "The system which has been drawn up," the introduction states, "is based on the idea that all funds handled in the school should be recorded in one central set of records and not separately handled and recorded by numerous people. It is also based on the idea of the school having one bank account for all funds handled in the school."

The bulletin was prepared by A. C. Davis, Assistant Director of the Division of Audits and Accounts.

## Road Maps of Industry Are Now Available

The National Industrial Conference Board has recently agreed to furnish to principals of schools for social studies, teachers their weekly charts which they designate as Road Maps of Industry. These charts should be especially useful to teachers of Economics and Civics. The chart issued on October 8, for example was on Income Payments to Individuals, Per Capita, U. S. 1947.

Principals interested should write to Mr. Clyde L. Rogers, Secretary, Nation-

## Pioneer Educator Dies

Edward P. Moses, one of the pioneer leaders of public education in North Carolina, died November 9 at the home of his son in Nashville, Tennessee. He was 91 years old. In addition to his son, Mr. Moses is survived by three daughters, including Carrie Dossier Moses, who resigned recently from the State Department of Public Instruction after having served as a secretary for more than 25 years.

Mr. Moses held several positions in the early period of the State's program of public schools. A graduate of the University of Tennessee, he came to Goldsboro in 1881 to develop the city's new school system. He was superintendent of the Raleigh schools from 1885 to 1895 and again from 1898 to 1907. He was acclaimed as one of the notable figures in education during the turn of the century, along with Governor Charles B. Aycock, Edwin A. Alderman, Charles D. McIver, M. C. S. Noble, Alexander Graham, J. Y. Joyner, and others.

Noble, in his A History of the Public Schools of North Carolina, says of him that he "was untiring, enthusiastic, fond of children, a lover of learning, a fine teacher, an inspiration to his teachers, always happy in his work, and with a magnetic personality that quickened everyone who came into his presence whether child, parent, teacher, or visitor."

al Industrial Conference Board, 247 Park Avenue, New York 17, N. Y.



## Expenditures for Rents, Insurance, Retirement And Compensation Tend to Increase

There is a tendency for expenditures for rents, insurance, retirement and compensation to increase, according to a tabulation of such expenditures during the past twenty years. Expenditures for these purposes have been grouped together under the headings of fixed charges.

A relatively small part, slightly more than one per cent, of the total school expenditures is for this object. Of the total \$885,712.19 spent in 1946-47, the local units paid it all but \$20,171.08, which came from the State Nine Months School Fund. This total was divided by race into \$742,431.46 for white schools and \$143,280.73 for Negro schools.

On a per pupil basis, annual expenditures increased from 42 cents per pupil in average daily attendance in

The tables giving expenditures in the total and on a per pupil basis. Average annual expenditure in the 1933-34 to \$1.42 in 1946-47. For 100 county units was 94 cents, or racially \$1.13 and 46 cents respectively for white and Negro. Among these units per pupil expenditure ranged from a low of five cents in Clay to a high of \$4.49 in Chowan. Considering white pupils only this type of expense ranged from five cents in Clay to \$5.18 in Chowan. For Negroes there was a range from three cents in Per-

quimans to \$4.46 in Alleghany. In 13 county units no expenditure for fixed charges for Negro schools was made. Per pupil expenditure for this object among the 71 city units, as pre-

sented in table III, averaged \$1.20 for all units and pupils. Racially, however, there is less difference among these units than among county units, the average being \$1.29 for each white child in average daily attendance and \$1.04 for each Negro child.

Expenditures among these units ranged from three cents in Rockingham to \$4.03 in Laurinburg. Range in expenditure for each white child varied from less than one cent in Mt. Airy to \$3.38 in Roanoke Rapids. For Negroes in city units the range was very much wider, from nothing in 11 units to \$9.42 in Laurinburg.

According to items expenditures for this object in 1946-47 are divided as follows: Rents \$37,156.03, insurance \$609,694.77, retirement \$204,409.87 and compensation \$34,451.52.

### I. EXPENDITURES FOR FIXED CHARGES

Year	EXPENDITURES			SPENT PER PUPIL IN A.D.A.		
	White	Negro	Total	White	Negro	Total
1927-28	\$ 326,205.33	\$ 31,040.09	\$357,245.42	.71	.17	.48
1928-29	326,610.93	37,820.57	364,431.50	.76	.20	.61
1929-30	352,864.97	35,833.86	388,698.83	.72	.19	.57
1930-31	350,580.21	30,613.57	381,193.78	.77	.14	.44
1931-32	308,680.21	30,613.57	339,293.78	.65	.14	.44
1932-33	283,450.34	25,167.00	308,617.34	.55	.11	.42
1933-34	283,450.34	25,167.00	308,617.34	.55	.11	.42
1934-35	326,699.96	28,831.65	355,531.61	.66	.13	.43
1935-36	326,699.96	28,831.65	355,531.61	.66	.13	.43
1936-37	355,030.99	44,371.16	399,402.15	.75	.20	.52
1937-38	372,075.76	45,340.21	417,415.97	.80	.20	.54
1938-39	385,985.57	42,239.79	428,225.36	.83	.18	.55
1939-40	395,372.32	49,116.78	444,489.10	.87	.19	.55
1940-41	424,682.68	64,505.69	489,188.37	.95	.28	.76
1941-42	524,682.68	64,505.69	589,188.37	1.09	.27	.88
1942-43	524,682.68	64,505.69	589,188.37	1.09	.27	.88
1943-44	524,682.68	64,505.69	589,188.37	1.09	.27	.88
1944-45	568,130.17	107,901.76	676,031.93	1.13	.51	.94
1945-46	593,124.43	135,233.61	728,358.04	1.17	.64	1.02
1946-47	742,431.46	143,280.73	885,712.19	1.42	.67	1.21

### III. EXPENDITURES FOR FIXED CHARGES, 1945-46—COUNTY UNITS

### II. EXPENDITURES FOR FIXED CHARGES, 1945-46—COUNTY UNITS

UNIT	TOTAL EXPENDITURES			SPENT PER PUPIL IN A.D.A.		
	White	Negro	Total	White	Negro	Total
Alamance	\$ 8,574.35	\$ 151.11	\$ 8,725.46	\$1.61	.29	\$1.28
Alleghany	1,597.58	516.20	2,113.78	.67	.42	.64
Anson	2,448.34	800.00	3,248.34	1.42	.37	.54
Ashe	268.28		268.28	.06		.06
Beaufort	5,488.23	300.00	5,788.23	2.09	.12	.72
Bertie	4,890.51	1,190.28	6,080.79	2.38	.30	1.05
Bladen	3,850.34	742.27	4,592.61	1.10	.26	.72
Brunswick	3,212.25	321.25	3,533.50	1.01	.70	.83
Buncombe	11,951.16	106.00	12,057.16	1.85	.05	.86
Burke	4,080.95		4,080.95	.88		.73
Catawba	5,524.15	501.51	6,025.66	1.47	.13	1.38
Chatham	1,191.95	595.97	1,787.92	.28	.15	.77
Cherokee	5,432.62	465.52	5,898.14	1.78	.72	1.60
Clay	4,832.34	813.74	5,646.08	1.09	.34	.69
Catawba	4,832.34	813.74	5,646.08	1.09	.34	.69
Chatham	2,805.59	313.14	3,118.73	1.02	.17	.55
Cherokee	1,146.17	1,146.17	2,292.34	.67	.67	.72
Columbia	2,226.13	1,160.68	3,386.81	.54	.87	.47
Columbia	2,226.13	1,160.68	3,386.81	.54	.87	.47

[illegible]

## School Libraries Show Growth

School libraries continue to grow in number and in use, according to recent statistics on this phase of public education in North Carolina.

The 2,877 schools, 1895 elementary and 982 high, from which reports were received, show a total of more than 3,500,000 books with nearly 11,000,000 in circulation in 1947-48. More than \$750,000,000 was spent for public libraries, the greatest portion for books and magazines. There were during the year 179 schools that employed full-time librarians and 1,065 schools had teacher-librarians.

The following table shows the progress in library growth with recent years:

	1944-45	1945-46	1946-47	1947-48
Schools reporting.....	2,355	2,665	2,662	2,877
Pupils enrolled.....	688,416	709,692	768,701	813,499
Books last report.....	2,849,646	3,067,625	3,404,488	3,631,060
Books lost and discarded.....	108,452	124,542	133,398	159,019
Books added.....	324,709	329,807	363,444	374,317
Books in libraries.....	3,065,903	3,272,890	3,634,534	3,846,358
Books per pupil.....	4.45	4.61	4.73	4.73
Magazines in libraries.....	27,223	29,466	30,948	33,618
Book circulation.....	9,838,935	9,996,218	10,554,776	10,866,528
Average circulation per pupil.....	14.29	14.08	13.73	13.36
Expenditures.....	\$443,199.66	\$490,523.56	\$636,886.66	\$761,593.07
Expenditures per pupil.....	.64	.69	.83	.94
Expenditures for books and magazines.....	\$392,339.36	\$433,501.56	\$562,475.63	\$638,726.26
Expenditures per pupil for books and magazines.....	.57	.61	.73	.79
Expenditures for supplies.....	50,860.30	57,022.11	74,411.03	122,866.81
Schools with full-time librarians.....	121	122	151	179
Schools with part-time librarians.....	614	588	637	651
Schools with teacher- librarians.....	862	963	1,005	1,065

## Nat'l Archives Reproduces Historic Documents

The National Archives is reproducing in facsimile, historic documents. The most interesting of these is the Bill of Rights reproduced on good paper in the original size, 32x34 inches. It sells for 55 cents.

Among other items available in facsimile from the National Archives are the following. Each sells for 20 cents.

- (1) Oath of Allegiance of George Washington at Valley Forge, 1778.
- (2) Deposition of Deborah Gannett, Woman Soldier of the Revolutionary War.
- (3) Photograph of Sitting Bull.
- (4) Photograph of Abraham Lincoln.
- (5) Revolutionary War Recruiting Broadside.
- (6) Photograph of Robert E. Lee.
- (7) Letter from Dolly Madison Agreeing to Attend Washington Monument Ceremonies, 1848.
- (8) Historical Sketch of the Washington National Monument up to 1849.
- (9) Broadside Soliciting Funds for Completion of Washington Monument, 1860.
- (10) Certificate of Membership in the Washington Monument, 1853.
- (12) Photograph of John J. Pershing.
- (13) Photograph of Dwight D. Eisenhower.

## Teacher's Almanac Is Published

To meet the average teacher's need for various kinds of data quickly available in handy form, Young America Classroom Magazines has published "Young America Teacher's Almanac."

Edited by Robert Deed, executive editor of Young America, the National News Magazine for Youth, the Teacher's Almanac contains various tables and other data.

Excerpts from "The Teacher and the Atom," a booklet published by Young America Magazines and widely used by teachers is a feature of the Almanac. This includes information on the atom arranged in question and answer form.

School statistics, teacher certification requirements, policies on marriage, tenure, retirement, teacher placement service, educational periodicals, list of supplementary teaching aids, films for classroom use, are among the features in the Almanac.

"Young America Teacher's Almanac" is published by Young America Magazines, 32 East 57 Street, New York 22, N. Y. Paper Leatherette cover, 32 pages, size 5 1/4 x 8 1/4 inches, 25 cents a copy.

## Survey Shows Increase in Number of Physical and Health Ed. Teachers

Within the past ten years the number of teachers of health and physical education has increased from ten to more than 400, a recent survey by Charles E. Spencer, Co-Director School-Health Co-ordinating Service, shows.

In November 1938, when Mr. Spencer came with the Department, there were teachers of physical and health education in the following schools: Lexington, Kings Mountain, Hugh Morson (Raleigh), Stony Point, Rockwell (Rowan), West End (Moore), Fairmount, Fayetteville, Albemarle and Lumberton. Now, there are 405 teachers in this field, 110 full-time and 395 devoting part-time to this area of the school curriculum.

## Schools Employ 99 Teachers of Trade And Industrial Subjects

There are 99 teachers of trade and industrial subjects employed in the public schools this year, a recent compilation by the State Department of Public Instruction shows. Fifty-two of the total number are employed in Negro schools and 47 in schools for white students.

Forty-nine schools offered subjects in the trade and industrial field. They were: Asheville, Banner Elk, Biltmore, Canton, Charlotte, Cliffside, Concord, Durham, Elizabeth City, Fayetteville, Gastonia, Gibsonville, Goldsboro, Granite Falls, Greensboro, Greenville, Hamlet, Hendersonville, Hickory, High Point, Kannapolis, Kings Mountain, Kinston, Laurinburg, Leaksville, Lexington, Morehead City, Mount Airy, New Bern, Oxford, Raeford, Raleigh, Roanoke Rapids, Robbinsville, Rockingham, Rocky Mount, Roxboro, Salisbury, Sanford, Southern Pines, Southport, Spencer, Statesville, Warrenton, Washington, Waynesville, Wilmington, Wilson and Winston-Salem.

Subjects taught in these schools, not all in one, include the following: machine shop, printing, radios, wood-working, general metal, welding, masonry, building trades, carpentry, auto mechanics, woodwork and brick, bricklaying, painting, metal trades, cosmetic arts, trowels and auto mechanics, electricity, metal and auto mechanics, brick work, brick-masonry, textiles and woodwork, textiles, cabinet making, shoemaking, woodwork and trowels, trowel trades, woodwork and machine shop, woodwork and carpentry, home management, plumbing and machine shop, dressmaking, and sheet metal and electricity.



## Supt. Erwin Elected

Dr. Clyde A. Erwin was re-elected to the office of State Superintendent of Public Instruction at the general election in November, and will begin his fourth term in January. He defeated his Republican opponent, Buford P. Henderson, by a vote of 542,052 to 208,877.

Dr. Erwin is in his fifteenth year as State Superintendent; and at the close of the term to which he was elected in November, he will have surpassed all of his predecessors in office in years of service. The record is now held by former State Superintendent J. Y. Joyner, who served for a period of nearly 17 years.

Dr. Erwin was appointed to his present position on October 24, 1934 by Governor J. C. B. Ehringhaus to fill out the unexpired term of the late Dr. A. T. Allen. He has been nominated and elected to the office on the Democratic ticket four times since, in 1936, 1940, 1944 and 1948.

During the period during which he has been at the head of the State's public school system, the schools have made much progress—State's funds have increased from 16 to 60 million dollars, the school term has been extended to nine months, the twelfth grade has been added, a retirement system has been set up, more funds have been provided for expanding the program of vocational education, free textbooks have been provided in grades 1-8 and a rental system for high schools, salaries of white and Negro teachers have been equalized, and a general improvement has been noted in the instructional program.

## Board Grants A.S.T.C. Permission to Confer Master's Degree

Appalachian State Teachers College was granted permission to confer the Master's Degree by the State Board of Education at its November 4th meeting.

State Superintendent Clyde A. Erwin, Secretary of the Board, who presented the request, stated that this institution meets the principles governing an institution equipped to provide instruction up to and including the Master's Degree level. Under North Carolina law, the State Board of Education has the power of granting permission to institutions wishing to confer degrees.



## DR. ERWIN RECEIVES HONORS

Dr. Clyde A. Erwin, State Superintendent of Public Instruction, received several honors last month in being appointed to important committees of national repute.

Early in November he was named to the executive committee of the Regional Council for Education by Governor Millard F. Caldwell of Florida. One of the aims of this Council is the promotion of regional schools for the teaching of specialized subjects.

A few days later, on November 5, Dr. Erwin was notified of his appointment by Secretary of the Treasury John W. Snyder as a member of a newly formed national education advisory committee for the U. S. Savings Bonds Division of the Treasury. This committee, which is composed of about 25 educators, will plan ways and means of expanding the U. S. Savings Stamp and Bond program and the teaching of thrift in the schools.

On November 8, Dr. George F. Zook, President of the American Council on Education, named Dr. Erwin to its Committee on National Teachers Examination. This committee has general charge of the Council's program of examination in the teacher education field.

Also on November 8, Dr. Erwin received an invitation which he accepted to be one of five educators to serve a five-year term on the Board of Advisory Educators for *The School Executive*, national magazine for school administrators.

## Mental Health Bulletins Are Sent To Schools

Eight mental health bulletins have been sent to local superintendents and local health officers since the program of mental health services to schools was initiated by the School-Health Co-ordinating Service in 1947.

With the exception of two now out-of-print, these bulletins are available on request from the School-Health Co-ordinating Service: (1) Services in Mental Hygiene now available, (2) Correspondence Courses Related to Mental Hygiene, (3) Activities in Mental Hygiene, September 1947-March 1948 (out-of-print) (4) Summer Courses in Mental Hygiene (out-of-print), (5) Suggestions for Workshops in Mental Hygiene, (6) Human Relations Films, (7) Bibliography of Family Life and Human Relations, (8) Activities of the School-Health Co-ordinating Service in Mental Hygiene, March 1948-September 1948.

*Betty Jean is Ready for School*, an illustrated pamphlet for parents of preschool children, has also been sent to all superintendents. Quantities are available at the cost of printing—\$4.20 per hundred.

The School-Health Service has also made arrangements to furnish schools with copies of *Human Relations in the Classroom, Course I or Course II* at a cost of \$2.50 each or \$2.40 each in quantities of ten or more. This is less than the publishers price, by special arrangement with the author.

Requests for these publications should be addressed to Dr. R. M. Fink, Consultant in Mental Hygiene, School-Health Co-ordinating Service, Box 2091, Raleigh.

## Bicycle Accidents Include 116 Children

Bicycle accidents in North Carolina, 155 in number, during 1947 included 116 children, a summary of motor vehicle traffic accidents compiled by the Department of Motor Vehicles shows. Twenty-four of the 33 fatalities were children, the summary further shows, and nine were persons 35 years old and over. Of the 122 bicyclists injured, 92 were children under 19 years of age.

Twelve school children were involved in motor vehicle accidents, two fatally, the report shows. Of the 836 persons killed in motor vehicle accidents during the year, 198 were less than 20 years of age.

## Why Do Boys and Girls Leave School?

In an attempt to answer the question posed as the heading of this article, Elizabeth Johnson and Caroline Clegg of the United States Department of Labor interviewed 440 boys and girls 14 to 19 years of age who had quit school while still in the grades or high school in Louisville, Kentucky.

Their findings based on reasons given for leaving school are as follows:

Dissatisfaction with school	47.7%
Economic need	19.4%
Lure of job	11.7%
Marriage, etc	6.6%
Other	14.6%

Of the 209 leaving on account of dissatisfaction with school, the following appeared to be the nature of their dissatisfaction:

Failing grades—discouraged	38
Dissatisfied with courses	29
Disliked teachers or teaching methods	25
Disliked social relations, or the non-coed system	13
Unable to adjust after transfer	8
Thought discipline too severe	5
Other miscellaneous reasons	17
Disliked school generally	74

These were the principal reasons the 209 gave for leaving school. Contributing reasons were also indicated, the main one being a dislike for teachers or teaching methods.

A complete reprint of the survey which gives details in the words of these young people themselves may be obtained from the National Association of Secondary School Principals, Washington, D. C.

## Committee Six Reports

Committee 6 of the National Association of State Directors of Elementary Education recently reported on "Desirable Schoolhousing, Equipment and Instructional Supplies." Chairman of this committee was Julia Wetherington of the N. C. Department of Public Instruction.

Committees 3, 4 and 5 recently issued reports on Programs for Children Below Six, Modern Trends in State-wide Curriculum Programs, and Programs for Continuous Professional Education of Teachers. Committees 1 and 2 are to make reports on Characteristics of a Good Elementary School and Coordination of School and Community Service for Twelve-Month Developmental Program for Elementary School Children. All of these reports are being prepared in co-operation with the Elementary Division of the Office of Education, Washington, and are available from that office.

The Committee 6 report is divided into three parts: Phases of the School Plant, School Equipment and Instructional Supplies. The figures in the report are based on the replies of 108 respondents from California, Connecticut, Florida, Iowa, Louisiana, Nebraska, North Carolina, Oregon, Tennessee and Virginia. The committee undertook to find the indications of needs in school plants and supplies and to indicate

## Lunchroom Is Educational Center

"The lunchroom is not only a means of providing adequate food; it is an educational center." So says a recent bulletin, Educational Aspects of the Lunchroom Program, prepared by the School Lunch Program of the State Department of Public Instruction.

According to this bulletin, the nearly 1400 schools operating lunchrooms under the supervision of the State Lunchroom Program have an opportunity to do more than serve lunches. The lunchroom offers opportunity for guidance toward good health through teaching correct eating habits, sanitation, good food service, table manners, conversation and social ease. The aims of the lunchroom program should be to help children:

- To acquire the knowledge of the relation of food to health
- To develop good food habits
- To contribute to the improvement of the food habits of their families
- To develop other food health habits
- To develop desirable social behavior
- Suggested ways of achieving each of these aims are set forth in the bulletin.

policies in co-operative planning, selection, procurement, and distribution for dissemination to supervisors, teachers, principals, and lay people.

## Erwin Cites School Needs

North Carolina's most important school needs were recently pointed out by State Superintendent Clyde A. Erwin to be the following:

1. Better salaries for teachers and the elimination of the present 3000 non-standard teachers.
  2. Sanitary and well-equipped buildings, including State aid in school building construction.
  3. A program of supervision of instruction.
  4. School attendance workers to enforce the school attendance law and aid in the elimination of illiteracy.
  5. An enlargement of the program of vocational education.
  6. Expansion and improvement of the health and physical education program.
- "If we guarantee the good health of our children," Superintendent Erwin stated, "we can expect to have good health in our adult population. The race moves forward on the feet of little children. We should therefore make the road of good health smooth, straight and wide."

## Your Dimes Help Fight Polio

The 1949 March of Dimes takes place January 14-31. Every dime and dollar contributed will rebuild the stockpile so desperately needed to carry on the fight.

During last summer's historic onslaught of infantile paralysis, with a toll comparable to the 1916 epidemic when 27,000 cases were reported, dimes and dollars contributed to the annual March of Dimes were on the firing line, battling the insidious invader.

It was only through contributions of the American public to the annual appeal that the National Foundation for Infantile Paralysis was able to bring to the front thousands of skilled polio fighters—doctors, nurses, physical therapists—and vitally-needed equipment for the care and treatment of polio patients.

As in any war, final costs of prosecuting the 1948 offensive against polio will reach an enormous total. At the end of last summer national headquarters had sent approximately \$4,000,000 in epidemic emergency aid alone to 41 states, including North Carolina where the epidemic hit hardest. Now the National Foundation faces the New Year with a serious deficit in carrying on its two-fold program of caring for those stricken and finding through tireless research a cure or preventive. This deficit may even reach \$2,500,000.

## NEA Sec'y Recommends National Board of Educ.

The federal government should make the United States Office of Education an independent agency headed by a national board of education.

This was the recommendation of Willard E. Givens, Executive Secretary of the National Education Association, when he appeared September 28 before a Senate Investigating Sub-Committee headed by Senator Homer Ferguson (R., Mich.).

The proposed national board of education, Dr. Givens told the committee, should be appointed for long overlapping terms by the President with the consent of the Senate. A professionally qualified Commissioner of Education, he added, should be selected by the board to serve as its executive officer.

"The inadequacy of the present Office of Education," Dr. Givens told the group, "stems from its lack of status and financial support and from the willingness of Congress to authorize or permit non-educational federal agencies to develop their own elaborate, expensive, and overlapping agencies at national, regional, state, and even local levels for dealing with education in the states."

An essential step in correcting this situation, he said, would be the establishment of an adequate U. S. Office of Education as an independent agency of the federal government. "This agency," he cautioned, "must not be a subordinate bureau of some powerful department or independent agency of government. It must have sufficient rank to deal directly with Congress and the President so that the voice of education will be heard in Washington."

The policy adopted by the NEA, he explained, is based on the belief "that the development of education, whether at the local, state, or national level, should be placed above all temporary and partisan political issues with appropriate administrative arrangements to safeguard the integrity of the educational process."

NEA conventions in 1947 and 1948 endorsed the policy.—*The Public and Education*, October 22, 1948.

Digests of state laws governing the use of the flag in public schools, as well as those requiring observance of special days in public schools, are offered in the new Office of Education publication. With few exceptions, all state laws require the United States Flag to be displayed over or within every school building, or flown from a staff on the school grounds, weather permitting. Teaching of respect for the flag and of

## Governors Study Education

The governors of the states are studying education.

Frank Bane, executive secretary to the governors, is making the study, which he hopes to have in the hands of the several governors.

The study covers State Department set-ups, district organization, methods of raising school revenue, and the need for more State aid in financing the program of public education. Forms upon which the data were requested were sent to each governor, who referred them to the Chief State School Officer of his State for reply.

## Supt. Calls Attention To Health Service Bulletin

There is a great opportunity for the employment of young people in the whole field of health services, State Superintendent of Public Instruction Clyde A. Erwin recently wrote high school principals, in calling their attention to a bulletin "There's a Place for You in North Carolina Medical and Hospital Service," prepared by the Medical Care Commission.

North Carolina needs at least 150 additional doctors and 940 additional nurses, each year, Superintendent Erwin stated. The bulletin may be used in guidance and counseling work. "I am definitely of the opinion" Superintendent Erwin further stated, "that those who counsel and work with young people should use their skills in discovering and encouraging these young people to become doctors and nurses and other workers in health."

information concerning it is required in most states. Provisions for this purpose are usually in the nature of Flag Day observances, flag programs, or by special instruction concerning the flag. Fifteen states require Flag Day observance or flag exercises in public schools, and about half of the states require instruction relating to the flag.

Copies of the Office of Education publication, "Education for Freedom—As Provided by State Laws," Bulletin 1948 No. 11, are available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. The single copy price is 20 cents.

## Committee Suggests Method Of Evaluation Credits From Unaccredited High Schools

Students transferring from an unaccredited high school to an accredited school may receive credit for work done in the unaccredited school provided the work of the student in the accredited school is of standard quality. This is the substance of a ruling of the State Department of Public Instruction covering this question.

The committee making the recommendation phrased it as follows:

"A pupil transferring from an unaccredited high school to an accredited high school might be given tentative unit credit for the work done in the unaccredited one, with final evaluation of such work being made at the end of the school year on the basis of the quality of work done in the accredited school.

## Foundation Announces Poster Contest

The Latham Foundation has announced its 24th Annual International Humane Poster Contest.

The contest is divided in six groups, as follows: group 1, grades 1, 2 and 3; group 2, grades 4, 5 and 6; group 3, grades 7, 8 and 9; group 4, grades 10, 11 and 12; group 5, art schools and colleges; and group 6, professionals. Cash prizes are offered for the best work in each respective group. In groups 5 and 6 the first prizes are \$100 each; lesser amounts are offered in the remaining groups. In addition, scholarships in leading art schools of the nation will be awarded.

For further information, write John de Lemos, Art Director of the Latham Foundation for the Promotion of Humane Education, Box 1322, Stanford, California.

## School Boards Association Elects 1949 Officers

H. A. Scott, Guy B. Phillips and Temple Gobel were re-elected president, executive secretary and secretary-treasurer, respectively, of the North Carolina School Boards Association at its annual meeting held at Chapel Hill on November 11. C. W. McCrary, chairman of the Asheville City Board, was elected vice-president, succeeding R. L. Noblin of the Granville County Board of Education, Oxford. Dr. D. J. Rose, Goldsboro; S. E. High, Sr., Wilson; Thomas H. Banks, Garner; R. M. Carr, Greensboro; and J. M. Morrow, Mooresville, were named to the executive committee.



# School Board Ass'n Adopts Resolution

Looking toward the assumption by the State and its sub-divisions of a foundation program of public education, the North Carolina School Board Association at its annual meeting at Chapel Hill on November 11 adopted the following resolutions:

1. We request the 1949 General Assembly to provide a sum of approximately \$50,000,000 to be used in the construction and equipment of school buildings in the various counties of the State on a distribution formula which will take into consideration ability to pay, effort put forth, and educational load carried by the respective counties.

2. We request the State Board of Education to allocate teachers during the next biennium on the basis of thirty pupils in average daily attendance for each teacher and that a formula be worked out to add extra teachers for supervision, special subjects, and special activities. We request the General Assembly to provide the funds to make such an allocation of teachers possible.

3. We urge the adoption of a ten months contract for all teachers in North Carolina with the provision that they report before the opening of school to make plans and then stay until the work has been completed and recorded. Professional in-service training should be provided during the ten months period. We further propose that teachers be paid on a calendar month basis in the same way that other professional workers are paid for their services.

4. We propose that a program of supervision of instruction be initiated over a period of the next five years with a combination of State and local support to the end that quality may be added to the instructional program in the State. We urge that such a program begin with provision for the training of such supervisory leadership and that it be introduced gradually as qualified persons can be secured to carry on the work.

5. We urge the General Assembly of 1949 to make more adequate provision for the education of teachers in the institutions of the State. This will require more adequate staff, more professional leadership, and more encouragement for those who enter the teaching profession.

6. We urge the adoption of a salary schedule for the highest certificate at a beginning rate of \$2400 for ten months of service with graduated increments up to at least \$3600, with

additional pay for advanced professional training beyond this point.

7. We pledge support to a Federal aid program which will provide funds for a more adequate program of public education throughout the nation, with the provision that the Federal government shall, in accordance with the constitution, leave the operation of education a responsibility of the State. We ask the Senators and Congressmen from North Carolina to support the Federal aid program which corresponds to the proposal which was before the last Congress of the United States.

8. We pledge our individual and collective effort to a thorough study of the Educational Commission Report and will support the recommendations of this Commission which was composed of business and professional men who brought a large number of North Carolina laymen and professional people to their aid in developing the report.

9. We urge boards of education to assume a more aggressive attitude in the provision of adequate living facilities for principals and teachers and that steps be taken to see that the problem is met.

10. We suggest that boards of education begin at once to study the particular needs of respective administrative units and be prepared to present a sound program of educational services.

In addition to the above resolutions, the Association suggested other issues for consideration by the General Assembly, as follows:

- a. Provision for sick leave for teachers.
- b. Enforcement of compulsory attendance law.
- c. Provision for special education.
- d. Scholarships for teacher candidates.
- e. Better school bus facilities.

## Dewey Mistake

He underrated the educational level of the electorate. He forgot or did not realize that for the last 25 years millions of people—now voters—had been trained in schools and colleges to seek for facts and to face up to current affairs issues. In vain many of the voters had waited for clear talk on what the Dewey administration would do if elected.—Educator's Washington Dispatch.

# Board Association Holds Meeting

The Eleventh Annual Meeting of the North Carolina School Board Association was held on November 11 at Chapel Hill. Principal address was presented by Governor-elect W. Kerr Scott. Following Mr. Scott's address, five discussion groups were organized, which after lunch discussed various aspects of the public school program. At the afternoon session of the entire group, the annual business was transacted, which included election of officers and the passage of resolutions.

## University Announces Educational Services

Services offered by the School of Education of the University, at Chapel Hill, were recently announced by Dean Guy B. Phillips. These services were of four types as follows:

1. *Consultation and Advisory Services.* The School of Education will make available to an administrative unit the services of a faculty member to work with local administrators and teachers in planning and improving the local school program, through curriculum studies, workshops, guidance activities, testing programs, teacher conferences, and other types of professional work. This person will secure additional professional assistants who may be needed from the staff of the School of Education and from other sources.

2. *Survey Services.* This phase of service will provide for partial or complete survey projects in administrative units. The survey committee will secure specialists outside of the staff as they may be needed. Special attention will be given to the development of information to be used in building programs, administrative reorganization, and in instructional activities.

3. *Research and Evaluation.* Programs of a research nature will be organized by competent staff members. Basic studies dealing with educational programs will be set up. Extensive testing projects will be directed.

4. *Graduate Centers.* In some cases it will be possible and advisable to organize graduate centers in which a type of field course will be conducted. This work must always be related to local needs and resources.

Superintendents who are interested in securing any type of professional service through the School of Education should write to Guy B. Phillips, Dean of the School of Education, at Chapel Hill indicating specific types of help desired.

# THE ATTORNEY GENERAL RULES

## Acquisition of School Sites by Condemnation; Permitted Acreage in Each School Building Site.

*In reply to inquiry:* I acknowledge receipt of your letter of October 12, in which you enclose a letter from Superintendent..... of the..... County Schools. Superintendent..... states that the..... School consists of a high school building and elementary school building, located on a site of ten acres. That a public thoroughfare runs through the center of the site, leaving the high school building on one side with an acreage of approximately five acres, and the elementary school building on the other side on a site of approximately five acres.

He further states that the board of education desires to purchase adjacent property so as to enlarge the school site, but that the owners of the property refuse to sell the same.

He inquires as to whether or not he may acquire additional adjacent property through condemnation proceedings under the right of eminent domain.

Section 115-85 of the General Statutes sets up the procedure for the acquisition of school sites, and in particular in cases of condemnation. The latter portion of this section provides that where sites have already been acquired and additional adjacent lands are necessary, such lands may be acquired as provided in the section, but that the old site together with the property proposed to be condemned shall not exceed ten acres.

It therefore appears that Superintendent..... will not be able to acquire adjacent property, unless it can be established that the ten acres upon which the high school and elementary school buildings are located is in effect two separate school sites, being divided by a public thoroughfare.

It seems to me that under the circumstances mentioned in Superintendent..... letter, the courts would be justified in finding that he does have in fact two separate school sites consisting of five acres each, and if the court should so find, he could acquire by condemnation five additional acres for each site. I have no way of knowing what the court would say as to your particular case, but in the case of Board of Education of Orange County v. Forrest, et al, 190 N. C. 753, a case somewhat similar to yours, the

## Commissioner of Public Trust Contracting for His Own Benefit

*In reply to inquiry:* In your letter of the 20th of October, 1948, you enclose a letter from Mr....., Superintendent of the Board of Education of..... County, wherein he raises the question of the legality of the purchase of food items by a school lunchroom from a store owned and operated by a member of the District School Committee.

G. S. 14-234 is, in part, as follows:

"If any person appointed or elected a commissioner or director to discharge any trust wherein the State or any county, city or town may be in any manner interested, shall become an undertaker, or make any contract for his own benefit, under such authority, or be in any manner concerned or interested in making such contract, or in the profits thereof, either privately or openly, singly or jointly with another, he shall be guilty of a misdemeanor."

In view of the far-reaching provisions of the statute above quoted, it is the opinion of this office that such purchases should not be made in the manner outlined for the reason that such action might subject the school committee to criminal prosecution thereunder.—Attorney General, October 22, 1948.

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Court said, "The meaning of the word 'site' as used in the statute is broad enough to embrace such land, not exceeding the statutory limit, as may reasonably be required for the suitable and convenient use of the particular building; and land taken for a playground in conjunction with the school building may be as essential as land taken for the school house itself." This case seems to hold that the county board of education could acquire by condemnation a site not exceeding ten acres for each school building. I also suggest for your consideration the case of Board of Education v. Pegram, 197 N. C. 33.

To properly bring a condemnation proceeding, it would probably be necessary for Superintendent..... to consult his County Attorney, or the attorney for the county board of education, if he has one, and I suggest that he discuss this matter with him and let him fully consider the statute and cases which I have cited in this letter.—Attorney General, October 16, 1948.

## Age for Admission; Child Born on October 2

*In reply to inquiry:* I received your letter of September 4, referring to and quoting from the School Machinery Act as to the age at which children may be enrolled in the public schools of this State.

You state that you have two children in..... County whose date of birth is October, on which date they will be six years of age, and you further state that you have been informed that an opinion was rendered by this office which would make these children eligible for admission.

It is true that an opinion was rendered by this office on June 7, 1948, in which I held that according to the common law as declared in many cases from other jurisdictions, a child would be six years of age on the first moment of October 1, 1948, who was born on October 2, 1932. In other words, the day preceding the anniversary of birth is the day as of which the age of such person is determined.

I trust that this furnishes you with the desired information.—Attorney General, September 7, 1948.

## School Buildings and Property Taken in as a City Administrative Unit.

*In reply to inquiry:* You have referred to me a letter to you from Mr....., Superintendent of Schools in..... County, in which Mr..... writes as follows:

"As you perhaps know, as of July 1st the City school district was extended to take in twelve or fifteen hundred students who were formerly in the..... County school system.

"When school districts are extended, on what basis is the school property such as sites and buildings acquired by the district of which the property becomes a part? I presume that if the City of..... did not need the buildings that are being taken in that the County should and would retain title to them. However, since the City does need these buildings, I would like to know what the law is about acquiring a title to this property, if there be any, and what the common practice is, if there be any."

(Continued on Page 16)

## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, Dec., 1943)

There were 3,742 courses given during 1942-43 under the Rural War Production Training Program to 55,461 persons ranging in age from 17 to 65 years old.

Approximately 50 child care centers with an enrollment of around 1,000 children between the ages of 2 and 14 years are operating in 17 North Carolina school administrative units.

The State Board of Education at its November meeting voted to raise the State schedule of salaries applying to Certificates below Class B.

H. M. Bowles, formerly district principal of the Waynesville schools of Haywood County, was recently elected superintendent of the Haywood County Administrative Unit to succeed Jack Messer, who resigned to enter the armed services.

### 10 Years Ago

(N. C. Public School Bulletin, Dec., 1933)

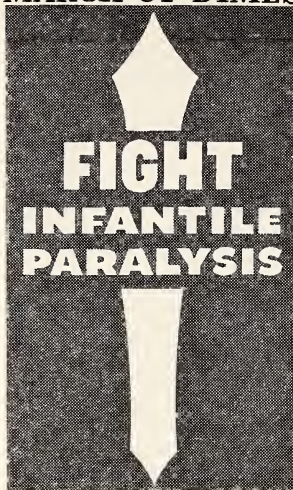
Superintendent Erwin has taken several out-of-state trips during the past few weeks. In November he was called to Washington for a conference with Dr. J. W. Studebaker, Commissioner of Education. After conferring with Commissioner Studebaker, he went on to Harrisburg, Pennsylvania, to address the churchmen's convention of the Evangelical and Reformed Church on "What a State Expects of Christian Citizens." This past week Superintendent Erwin attended a meeting of the Chief State School Officers at Indianapolis, Ind.

Dr. J. Henry Highsmith, Director of Instructional Service, attended a meeting of a committee of the Association of Secondary Schools and Colleges in Tallahassee, Florida, December 6-8.

Mr. W. F. Credle, Director of Schoolhouse Planning, attended the sixteenth annual meeting of the National Council on Schoolhouse Planning, of which he was president, at Frankfort, Kentucky, on November 14-17, 1938. Mr. Credle was made a member of the committee on standards for the ensuing year.

The Commission authorized by the General Assembly of 1937 to study the State's program for colored schools made its report to the Governor a few days ago.

## MARCH OF DIMES



JANUARY 14-31

### Attorney General Rules

(Continued from page 15)

There are no provisions of the statutes which operate to transfer the title to school property taken into a city administrative unit, which property had been held by the County Board of Education. The general practice is that the property would be used by the city administrative unit to such extent as it was needed by them for carrying on the schools. In the event the property was not used and was found to be surplus property, it would be sold by the County Board of Education and, if there were no school bonds outstanding against it, the proceeds of the sale would be paid into the school bond fund of the county. See G. S. 115-364.—Attorney General, July 29, 1948.

### Duncan Granted Leave

S. E. Duncan, Inspector of Negro High Schools, has been granted a leave of absence from the Department of Public Instruction to study at Cornell University, it is announced by N. C. Newbold, Director of the Division of Negro Education. While Mr. Duncan is out of the State, Dr. N. H. Harris of Shaw University will devote part-time to the supervision of Negro high schools in the State.

## MAKING TODAY'S NEWS

Johnston. Two ex-convicts have built an electric chair to be used in illustrating their "crime does not pay" lectures in North Carolina schools and other public places where they can get an audience of young people.—Raleigh News & Observer.

Rutherford. A safety program which will probably start with safe driver education in the high schools, has been under consideration for sometime by county and State officials, an idea that originated locally.—Forest City Courier.

Forsyth. The decision to refrain from holding classes on Saturday in the county schools should be applauded by all of those who have in mind the best interests of Forsyth children.—Editorial in the Winston-Salem Sentinel.

Wilson. S. G. Chappell, superintendent of the Wilson City Schools, stated today (Nov. 11) that American Education Week holds special significance for North Carolina this year, because the State has recently completed an important educational study out of which will come special recommendations for the 1949 General Assembly.—Wilson Times.

Wake. Wake County school leaders who attend the annual North Carolina School Board Conference in Chapel Hill Thursday will see Thomas Banks, Raleigh attorney, Garner resident and member of the Wake School Board, installed as chairman of the State Group's legislative committee, County Superintendent Randolph Benton said Wednesday (Nov. 10).—Raleigh Times.

High Point. Health education, the foundation of a new relationship between the health department, teachers and parents of school children, is gaining momentum week by week in local schools under the guidance of Miss Mary Louise Hasty, school health educator.—High Point Enterprise.

Shelby. Three distributive education students from Shelby high school accompanied by their co-ordinator, Mrs. Pauline Bragg, attended the Distributive Education regional conference in Salisbury yesterday (Nov. 14) and participated in the day's program.—Lincolnton Times.

Raleigh. School superintendents will gather here tomorrow night (Nov. 18) for a three-day meeting of the superintendents' division of the North Carolina Education Association.—Asheville Citizen.



## Commission Recommends Reorganization of School Units

As one of the ways of improving educational opportunities in North Carolina, the State Education Commission has recommended that a study of the local organization of school administrative units be made with a view of determining the number of units and attendance areas that can satisfactorily provide the educational program of the future.

Since a local administrative unit should be sufficiently large to warrant the provision of all essential and desirable administrative and supervisory services, the Commission states, local units of school administration should be organized so as to assure in the unit an *absolute* minimum of 3500 to 4000 school population and a *desirable* minimum of 9000 to 10,000 school population. In 1946-47, there were 171 county and city administrative units (172 at present). Twelve of this number had a school population of 1500 or less; 37 had from 1501 to 3000 school population; 51 had 3001 to 6000; 39 had from 6001 to 10,000; and only 32 had more than 10,000 school population.

"Small units," the Commission report states, "are expensive to operate or they are not in position to provide the services needed by the children and teachers. Our study shows clearly that the creation of large numbers of small city administrative units hinders the equalization of educational opportunity because it increases differences in tax-paying ability among local school administrative units."

Specifically, the Commission recommends that "legislation be enacted to place on the State Board of Education responsibility with the assistance of county committees on reorganization, for making and carrying out a plan for determining, on a State-wide basis, the number of local school administrative units and the number of school attendance areas that can satisfactorily provide the educational program of the future."

## Less Purchasing Power Reduces Salary Value

A gradual decrease in the purchasing power of the dollar during recent years has tended to decrease the value of salaries, a recent study by the National Education Association shows.

"A salary of \$5000 still sounds high," the report states, "tho it means less than \$3000 did before the war." According to N. E. A. calculations, salaries today, when considered on the basis of the August 1948 Consumers' Price Index, have a prewar value as follows:

Today	Prewar
\$7,000.....	\$4,011
6,500.....	3,725
6,000.....	3,438
5,500.....	3,152
5,000.....	2,865
4,500.....	2,579
4,000.....	2,292
3,500.....	2,006
3,000.....	1,719
2,500.....	1,433
2,000.....	1,146
1,500.....	860

In addition to the decrease in the purchasing value of salaries, the N. E. A. study points out that the salaries of teachers and other public employees have been further reduced by the federal income tax, which was not levied on this group prior to 1939. This tax varies according to number of dependents.

## Features

	Page
Commission Recommends Reorganization of School Units.....	1
Superintendent Erwin Says .....	2
Unfair Effect .....	3
State Education Commission Recommends Long-term School Building Program.....	4
Why Do Executives Fail?.....	7

## Supt. Booth Is Rotary International Officer

Jean Patrick Booth, Superintendent of the Kinston City administrative unit is serving as an officer of Rotary International, world-wide service organization, for the fiscal year 1948-49. As Governor of District 188, he is coordinating the activities of 36 Rotary Clubs in a portion of North Carolina. During his term of office, he will visit each of these Rotary Clubs to offer advice and assistance on Rotary service activities and administration.

Mr. Booth, a graduate of Davidson College and New York University, has been Superintendent of the Kinston School System since 1945. Prior to that time, he had been Principal of the Kinston High School since 1928. He is a Past President of the Principal's Division and the Latin Teachers Division of the Northeastern district of the North Carolina Education Association. He has taught for several summers at the Graduate School of New York University. A member of the Rotary Club of Kinston since 1925, he served as President in 1945-46.

## Forsyth County Schools Discontinue Fund Raising

Campaigns to raise funds in Forsyth County schools for various purposes have been discontinued, it was recently announced by Superintendent Ralph H. Brimley.

The board of education voted to discontinue such campaigns, he stated, and as a result school children will not be asked to take part in them. Last year there were 19 such campaigns in the county schools.

Worthy organizations will be allowed chapel time to present to school children information about their group. If it is felt that there is educational value in membership in an organization, the teacher may pay the dues from funds which she is given or an allotment basis for classroom expenses.

According to Superintendent Brimley, "This is one of the greatest forward steps this county has made in the field of education. I predict that it will be the beginning of a movement which will reach to counties all over the State."

## *Superintendent Erwin Says . . .*

It has come to my attention that on bad weather days some schools have observed what is called a "rainy day" schedule, or short day. I am of the opinion that this practice is a violation of the law (section 115-58) which reads as follows:

"The length of the school day shall be determined by the county board of education for all public schools under its jurisdiction and by the board of trustees of all other schools: Provided the minimum time for which teachers shall be employed in the schoolroom or on the school grounds supervising the activities of children shall not be less than six hours. But county boards of education may authorize rural schools in certain seasons of the year, when the agricultural needs of the farm demand it, to be conducted for less than six hours a day. . . ."

This section of the law seems to be clear in stating that six hours is the minimum work day for teachers. County boards or boards of trustees may set a longer period of time. There is nothing said about inclement weather, or a shorter work day except when agricultural needs demand it. Even in the latter case the use of a short day schedule would be under the jurisdiction of the county board of education rather than the principal.

There is still another phase of the question, although not mentioned in the law, which I think is highly important. That is how it relates to children. The daily schedule is predicated upon the fact that children are to be provided with a certain amount of instruction. Where the schedule is shortened, this instruction cannot be provided and as a consequence the children fail to receive maximum benefits: They will not get what has been contemplated that they should have under the general laws of the State, and the school which follows such practices will not have fulfilled its duties in this respect.

I hope, therefore, that all schools will not only conform to the law as it concerns the work day of the teachers, but that the point of view of the child's welfare will prevail to the end that effective instruction will be given at all times and in all schools.

### **NORTH CAROLINA PUBLIC SCHOOL BULLETIN**

**VOL. XIII, No. 5**

**January, 1949**

**CLYDE A. ERWIN**  
State Superintendent of Public Instruction

#### **EDITOR:**

**L. H. JOBE**  
Director, Division of Publications



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# . . . . . *Editorially Speaking* . . . . .

## **Warning**

Recently State Superintendent Erwin was notified that an organization known as "The National Council for American Education" was working in several states.

In an effort to find out something about this organization—its backing and purposes—the National Council of Chief State School Officers made an investigation. Nothing was found except a news article that appeared in the New York World-Telegram of August 25, 1948. This article presents information indicating the organization to be "fascist and subversive," according to Attorney General Tom C. Clark.

This warning is made to principals and superintendents in order that they may be on the lookout for the activities of such an organization in this State and to suggest that they clear any matters concerning similar organizations with the Department before they affiliate with them.

## **Unfair Effect**

Do you know how the retirement system affects you when you become eligible for retirement?

Do you know that if you die while employed no benefits will accrue to your beneficiary except the amount deducted from your monthly check plus interest? You must file an application 30 days prior to retirement before other benefits will be paid to your beneficiary if you die while employed or prior to the end of your selected date of retirement.

Do you know that "retirement status" can be established by filing application for retirement, by accepting benefits for a month or two, and then by waiving retirement benefits return to State employment? We understand that this can be done.

We think that these provisions of the Retirement Act are unfair in that the employee who has the knowledge will get his papers in line so that his beneficiary will receive the maximum benefits when he dies. Then, too, this effect of the law gives an advantage to that employee who is financially able to actually retire and receive benefits, whereas those not financially

able will die on-the-job, and thus prevent his beneficiary from receiving maximum benefits.

We are of the opinion, therefore, that all employees alike should be permitted to select the option desired for retirement which upon either death or retirement would become effective, that is if the employee is eligible by age or experience in accordance with the law for retirement.

Naturally, such a proposal would require that more money be paid out by the State. On the other hand, all employees would fair alike in the matter of retirement and no advantage would be given to those "who know," to those who are financially able to retire, or to those in whose behalf special efforts are made.

## **Baby Food**

Baby food is the fastest moving item on the grocers' shelves today, "Advertising and Selling" reports in its September 1948 issue.

Statistics from the State Board of Health indicate 25,000 more births in North Carolina in 1947 than in 1945.

A recent survey made by the State Board of Education indicates the need for more than \$150,000,000 worth of school buildings, \$100,000,000 worth immediately.

Now, what do these facts portend? Simply that there is at present a crisis in the school building situation and that this crisis is going to become even worse than it is, unless something is done immediately.

What is to be done? Under present laws the local units are responsible for all capital outlay expenditures. The State has assumed the major responsibility for the operation of the schools for a nine months term.

A survey of the several units reveals the lack of sufficient taxable wealth available for taxation purposes in approximately three-fourths of the counties. Both the State Board of Education and the State Education Commission (majority report) have recommended State aid in the form of grants. There seems to be no other way by which the needed buildings may be obtained. It is, therefore, up to the General Assembly of 1945 to supply the need.



# Commission Recommends Long-Term School Building Program

Because 72 of the 100 counties are unable to finance a needed school building program, the State Education Commission has recommended a six-year program to meet immediate needs.

Specifically, the recommendations of the Commission as to school plants are as follows:

1. To replace at least 400 white and 1,000 Negro school plants which should be abandoned, there should be erected 3,500 elementary classrooms, 2,500 high school classrooms, 2,500 special instruction rooms, and 1,500 large general rooms for white schools; and 3,500 elementary classrooms, 1,500 high school classrooms, 1,500 special instruction rooms, and 1,000 large general rooms for Negro schools. This makes a total of 17,500 needed rooms plus the accessory administrative and service facilities.

2. The State should undertake a school construction program for the erection of the foregoing and other needed facilities, during the next ten years, at an estimated cost of \$150,000,000 as follows: sites \$1,500,000, new buildings \$78,500,000, additions \$18,000,000, renovation \$12,000,000, and equipment \$10,000,000.

3. A school plant financing plan should be developed to provide at least \$100,000,000 during the next six years for the most urgently needed facilities. The finance plan should provide for annual State allotments for capital outlay based upon State allotted teachers and taxpaying ability. Furthermore, as much as practicable and needed for this urgent six year program should be provided from State surplus funds.

4. The plant financing plan should be based on a need-and-ability formula which allocates need according to the number of State allotted teachers in the counties and local effort according to the taxpaying abilities of the counties.

5. State school plant aid should be made available only for projects the locations and plans for which have been approved by the Division of Schoolhouse Planning of the State Department of Public Instruction, under regulations of the State Board of Education.

6. The Division of Schoolhouse Planning should (a) prepare, in co-operation with the State Board of Health and the State Fire Marshal, school plant regulations, and be given the authority to enforce these regulations when they are adopted by the State Board of Education; (b) prepare and issue guide manuals beyond regulatory

## State Aid Advocated; Other Recommendations Made

authority; and (c) provide extensive consultative service on county school plant surveys, functional planning, and plant management.

7. The Division of Schoolhouse Planning, with co-operation from the institutions of higher learning, should expand and improve the program for training the personnel for school plant operation and maintenance.

8. The Division of Schoolhouse Planning should be provided with the following in addition to the Director: two field supervisors for surveys and functional planning, one supervisor of landscaping, one supervisor of plant operation and maintenance, one draftsman, and the necessary statistical and clerical services. Adequate travel allowance should be made.

9. The State should develop some form of Statewide school plant insurance program such as State self insurance, State underwriting, or purchase of long term contracts from approved insurance companies.

10. The location of school centers and the size, type, and location of school plants should be determined on the basis of careful studies or surveys. The organization of administrative units and attendance areas, selection of sites, development of building plans, and selection of equipment should be determined on the basis of educational programs and community services to be accommodated in each plant.

11. School plant planning should be a co-operative undertaking involving the State Division of Schoolhouse Planning, county and local school administrators and supervisors, teachers, custodians, pupils, non-school public agencies, interested lay groups, architects, and engineers.

12. Each school administrative unit, or two or more units in co-operation, should provide a school plant maintenance staff and warehouse and service shops for a continuous and scheduled program of plant repairs and renovation. Adequate budgets should be provided for this purpose.

13. Trained custodians should be provided in the ratio of one full time custodian for approximately every ten teachers.

14. In planning new school plants and additions, and in remodeling existing ones, special attention should be given to the following features:

(a) Large well planned school sites with ample space for buildings, drives, plantings, and areas for school and community recreations.

(b) Special provisions for community use of school buildings.

(c) Window design, artificial illumination, and color schemes as they affect visual comfort and efficiency.

(d) One story buildings wherever feasible.

(e) Large classrooms with adequate supply cabinets, and with work counters and sinks in the elementary schools.

(f) Adequate and suitably equipped special instruction rooms for science, art, homemaking, business education, music and band, general and vocational shops and libraries.

(g) Special rooms and facilities for children who are handicapped to the extent that they need such facilities.

(h) Auditoriums with stages adequate for dramatics, physical recreation facilities with dressing and shower suites, and suitable lunchrooms with food service facilities.

(i) Special wiring and installations for audio-visual aids.

(j) Adequate and suitable office space for the principal and his central staff, counseling and guidance officers, conference rooms, teachers' work rooms, parents' rooms, and student activity rooms.

(k) Health suites and rest rooms.

(l) Efficient installations for heating, ventilating, and custodial service; and adequate and properly located sanitary provisions.

(m) Ample storage space to meet all needs.

(n) Garages, with suitable equipment, for the storage and maintenance of school busses.

(o) Adequate and convenient facilities for the administrative offices of the local school administrative unit.

## State Association Asks That Forestry Be Taught

Forestry instruction was recommended to be included in the public schools by the North Carolina Forestry Association at its annual meeting in Raleigh on November 16-17, 1948.

"Be It Resolved," Resolution 10 reads, "that the North Carolina Forestry Association go on record that Forestry instruction be included in the public schools and in the grades and high schools. Practical demonstration through extension to show money value of timber growing through land areas operated by the schools."

The resolution has been called to the attention of State Superintendent Clyde A. Erwin.

## NEA Defense Commission Urges Fair Dismissal Legislation For Teachers

In a report issued recently a commission of the National Education Association takes the position that it is "unprofessional for a school board to operate without a carefully organized procedure of fair dismissal" for teachers.

Dean Harold Benjamin of the College of Education at the University of Maryland, and chairman of the N. E. A. Commission for the Defense of Democracy through Education, declared in a foreword to the report that an investigation which the group made in Arizona raises "the question of whether boards of education and administrative officers are ever justified in dropping teachers without explanation, charges, and hearings."

In taking the stand that it is unprofessional for a school board to operate without fair dismissal procedures, Dean Benjamin asserts that: "Like all proper standards of professional conduct, this one is based on the principle that a practice which is ultimately good for the children is professionally correct and one which is ultimately bad for the child is professionally incorrect. The low morale, educational uncertainty, and community unrest, which appear inevitably in a community when a board summarily dismisses teachers against whose characters and professional competence no complaint has been made, are bad for the children of the community."

The 20-page commission report is based on the action of the Board of Education of Chandler, Arizona, in dismissing five teachers of that school system.

## Twenty Per Cent of Total College-University Enrollment At Twenty Institutions

Twenty universities enroll 20 per cent of all college students in the United States, according to the Office of Education, Federal Security Agency.

College enrollment figures for this fall just released by the Office of Education, based upon returns from practically all of the Nation's 1,800 institutions of higher learning, show a total enrollment of 2,410,000 the peak enrollment in higher education history. Of this number 486,267 are studying at 20 institutions, as follows:

Institution	Total Enrollment
1. New York University	47,647
2. University of California	43,469
3. City College of New York	28,567
4. Columbia University	28,000
5. University of Minnesota	27,243
6. University of Illinois	25,920
7. Ohio State University	23,929
8. Northwestern University	23,788
9. University of Indiana	23,131
10. University of Southern California	22,740
11. University of Wisconsin	22,353
12. University of Michigan	21,002
13. Syracuse University	19,698
14. University of Texas	19,676
15. University of Pittsburgh	19,526
16. University of Pennsylvania	18,644
17. Boston University	18,617
18. Wayne University	18,455
19. Temple University	17,212
20. University of Washington	16,650
Total	486,267

## Asheville Forms Friends of School Group

An organization to strengthen the public school system in Asheville was formed last month by a group of leaders representing various civic clubs in the city.

Friends of the Public Schools was the name chosen by the group of this new organization. A general improvement of the city school system is its aim. Some of the items to be considered immediately are: the need for specialized teachers in subjects like music, an expanded school district, and additional funds from local governmental units.

In an editorial the Asheville *Citizen* says "The *Citizen* hopes that this substantially 'grass roots' movement will grow and acquire real meaning. Our schools can be only as good as the community wills them to be. In many areas of education in Asheville much is being done with a pitiful little."

In a letter to State Superintendent Clyde A. Erwin City Superintendent J. W. Byers states, "I really think it (the organization) is one of the most encouraging things that has happened since I have been in Asheville,

## Bible Teaching Off

There are 187 schools which offer courses in the Bible this year, it is learned from a Report on Bible Teaching in N. C. Public Schools recently released by the North Carolina Council of Churches.

Last year, the report shows, 229 schools in 51 counties had 119 teachers who gave Bible instruction to 37,518 pupils. This year the 187 schools providing weekday religious programs are located in 43 counties. They have 95 teachers and 29,838 students. Only two of the 95 teachers are Negro.

As to whether the recent Supreme Court decision, the *Chaplain-McColum Case*, has caused the decrease in number of schools offering Bible, the report states "it is difficult to say." Some communities have enlarged its program of Bible, the report states, there are seven new communities. The 19 communities becoming inactive failed to reopen because of the lack of finances, insufficient pupils, lack of transportation for the teacher, and poor organization and administration. Only four closed because of a questioning of the legality of the program.

# Citizens Believe Schools Should Emphasize Personality Development

The schools of the State should place more emphasis on how to get along with others, how to study effectively, religious training and sex education, North Carolina citizens believe.

W. H. Plemmons, Executive Secretary of the State Education Commission, recently sent questionnaires to 30,000 citizens of the State.

The public called for more emphasis on developing a well-rounded personality, and preparing for marriage and parenthood. The citizens also believe that the schools should give more attention to understanding the operation of government.

The majority of the citizens favored teaching high school children about economic theories, such as capitalism, socialism and communism, and a slightly smaller number desired the teaching of religions, such as Christianity and Buddhism, and political parties, such as Democratic and Republican.

## Newspaper Readers Want Better Schools

Readers of North Carolina newspapers want better schools, and they know exactly how they want their schools improved.

Returns to a questionnaire made available to all newspapers in the State by the State Education Commission show that the public is dissatisfied with the present schools. Here's why:

A salesman says, "In traveling through the northwest section of our State, I pass school buildings that are in appalling conditions. I am sure you will agree with me that only a miracle has prevented a disaster."

He says "Small schools with inadequate teaching staff and curriculum" are a serious weakness in our educational program. His letter is seconded by a farmer, who offers, "I would propose that the State lower the number of pupils required per teacher, or force some type of regional consolidation of the present inefficient plants. This would enable more students in our State to take advanced courses."

A woman who describes herself as "house wife and dirt farmer" points out that good roads are necessary for good schools. She says, "In our part of the State, the southwestern, we are handicapped by the lack of good roads over which busses could run, and our mountain youths feel neglected and left out of things. Later on, you sometimes

Of every ten answering the question "Which of the following should all children be required to take in high school?" nearly nine said English, more than eight said history, and seven said reading and science. Between six and seven said homemaking and vocational education. Five out of ten would require algebra and plane geometry while three out of ten would have all pupils study foreign language.

In criticizing the present curriculum, persons answering the questionnaire said that not enough attention is given to the individual pupil, and that schools try to hold all pupils to the same standard of work. They asked for better health education and services, more vocational training, and "encouraging pupils to think clearly, logically, and independently."

The questionnaire was distributed throughout the State by school officials, civic clubs, and other agencies, as part of the study of education by the State Education Commission.

meet them as delinquents or criminals and the State has to spend more on them than it would have taken to make them good citizens."

Another housewife demands "more fundamentals and fewer frills." She says, "It is appalling to me when I listen to our young people read aloud. Even our high school graduates fail to pronounce simple words correctly."

A secretary suggests a compulsory course in human relationship and marriage, as "practical knowledge that might reduce the divorce rate."

Lack of vocational training in many of the rural schools is hit by many of the newspaper readers who have sent in letters along with their answers to the questionnaires.

As a housewife says, "There is the lack of an agricultural teacher in some rural communities where agriculture is the chief source of income. This discrimination as regards schooling has been a constant drain on better rural life, because better thinking and more progressive parents have been forced to move to town in order to provide an education for their children."

A secretary adds "vocational classes should be added and some of the present subject requirements taken off."

A former school teacher who left the profession "because of low salaries and other disagreeable conditions" says that

## Home Movies Educational

As a result of the vast strides which have been made in audio-visual training techniques, the home movie is rapidly becoming one of the most powerful tools in our American education system, according to J. H. McNabb, president of Bell and Howell Company, Chicago.

Today, more than 200,000 16mm projectors are in use—about 30,000 of them in schools, 13,000 in churches and the remainder in homes, clubs and industry. The camera industry now has capacity to produce 16mm projectors at the rate of over 100,000 a year, a considerable increase over previous annual output.

Along with the increase in projector production, there has been material growth in the number and variety of films available to home movie machine owners at nominal rental fees. The wealth of subject matter ranges from topics on scientific agriculture to treatment of juvenile delinquency, from industry and manufacturing to life in Tibet.

Visual education some years ago began to assume importance as a dynamic and effective doorway to learning. The armed forces utilized the medium extensively in training recruits and specialists. Social workers long have endorsed the home movie as a powerful instrument in fighting juvenile delinquency. Churches are among the most intensive users of educational films.

Audio-visual education is becoming such a vital force in our grade schools and colleges that many universities now are conducting special departments for research into new and broader use of the medium. Mr. McNabb feels that the day is not too far distant when the home movie (silent and sound) will be an important factor not only in teaching in our country but also in spreading the democratic way of life throughout the world.

salaries for teachers should be raised considerably to attract those trained teachers who are now working in private industry. This former teacher adds that lack of interest on the part of parents and the general public is a serious handicap to better schools.

Among the good features of the present school system, the returns indicated, are "the desire to progress"; "consolidated schools that make for better schools with more teachers, better equipment and a wider range of subject matter"; "improved lunchroom facilities"; "fine teachers in the schools of our State (who) are doing a really splendid job despite the handicaps; and "healthy discontent with things as they are."



## Temple Univ. Announces 1949 Reading Clinic Institute

The Sixth Annual Reading Clinic Institute at Temple University has been announced for the week of January 31, 1949. Emphasis this year will be on the semantic, or meaning, approach to reading. Activities of the preceding institutes will be summarized in terms of the three approaches used: differentiated reading instruction, the integrated language arts approach, and reading needs in content areas. Semantic analysis techniques will be described and demonstrated in relation to developmental, corrective and remedial reading.

In addition to an unusually fine selection of exhibits on books, supplies, and equipment, a special exhibit of school work has been planned.

All advance registrations must be verified prior to the date of the institute. For a copy of the program and other institute information, write: The Reading Clinic Secretary, Temple University, Philadelphia 22, Pennsylvania.

## Supt. Erwin Calls Attention To 3 Matters

In a recent letter to superintendents, State Superintendent Clyde A. Erwin called attention to three matters concerning the schools. They were: (1) the film "School House in the Red," (2) the Book Aid Program, and (3) the Zeal for Democracy Program.

The film, Superintendent Erwin told the superintendents, may be secured by paying transportation both ways. It was presented to the schools of the State by the W. K. Kellogg Foundation and is in charge of J. E. Miller of the Division of Instructional Service. Running 45 minutes, the film shows how the parents of a one-teacher rural school consider the advisability of consolidation. The procedures and classroom situations shown in this film make it very helpful and suggestive to both teachers and school patrons.

A folder designed to facilitate action in getting the Book Aid Program underway was sent to each local superintendent. Superintendent Erwin called on these school officials to give their support to this cause.

Another folder, Zeal for American Democracy, was enclosed with Superintendent Erwin's letter. This program, which is sponsored by the U. S. Office of Education, needs strengthening; and this folder will suggest materials and activities for this purpose, Superintendent Erwin stated.

## Why Do Executives Fail?

Each year, many school executives, like administrators in other fields, go down in failure. But it's possible to check the downward plunge by a foreknowledge of why executives fail, according to Social Research, Inc., (Chicago). This organization recently gave the Washington *Dispatch* the following 9-point list of principal reasons for executive failures:

1. Inability to grasp broad problems. The executive who is lost in a maze of detail is doomed to mediocrity. The detailed-minded man has his usefulness, but not as an executive.
2. Failure to accept responsibility. The person who is at sea when he must accept challenges or plan use of his own time is not of the executive type.
3. Subconscious desire to do other kinds of work. Some schoolmen have been thrust into executive positions when they would (and should) rather teach, carry on research or write textbooks.
4. Subconscious desire to be someone else. A man will not make a good executive if his ambitions are concerned with self and not with the goals of the profession or the system in which he works.
5. "A yen for express trains." This may take the form of impatience; jumping at conclusions; or an urge for professional climbing by skipping intermediate rungs on the ladder.
6. Inability to accept differences of opinions or criticism from other executives; inability to make room for others (this is an addiction to the "favorite child" role); and resistance to direction or supervision from higher officials.
7. Arrogance with subordinates. This usually leads to bitterness within a department or organization and to bad morale.
8. Prejudices. Whether an executive harbors deep-seated biases against certain ways of setting up a letter or against differences in persons—prejudices interfere with honest judgment, and prevent him from using the best in an employee.
9. Overemphasis on work. If the school executive has no outside interests or concentrates all his energies on his job, he is apt to be overly sensitive to any frustrations at his work. Result: many hard-working executives become failures.

## Federal Official Praises Lunch Bulletin Committee

The School Lunch Bulletin Committee appointed last fall by State Superintendent Clyde A. Erwin to prepare a bulletin on the School Lunchroom in North Carolina was recently commended favorably by H. C. Albin, Acting Director, Food Distribution Programs Branch with the Production and Marketing Administration.

In a letter to Superintendent Erwin Mr. Albin said:

"A member of my staff, Mrs. Margaret Morris, has told me about the School Lunch Bulletin Committee meeting which she attended in Raleigh, November 12. I am greatly impressed by the long list of persons representing various interests who are working with you. I am convinced that the participation of a group of people in a project of this nature will do much to further the understanding and appreciation of the school lunch program. It is our hope that other states will follow your lead in developing a co-operative program of work. We plan to tell others about it."

It is the plan to have the work of each subcommittee in the hands of the State Supervisor, Mrs. Anne W. Maley, by the 26th of this month.

## Board Proposes Higher Teachers' Salary Schedule

The State Board of Education has proposed a teachers' salary schedule ranging from \$2400 annually to \$3600 for teachers holding Class A certificates and with proportionate increases for teachers holding other certificates. A budget for instructional salaries based upon this proposed schedule has been presented to the Advisory Budget Commission. The recommendations of that Commission are contained in the Budget Report.

## Supt. Bunn Becomes College President

Superintendent B. D. Bunn of the Granville County schools was recently elected to head Chowan College, a junior Baptist institution located at Murfreesboro. He will begin his new duties April 1, it is learned.

Mr. Bunn has been superintendent of the Granville schools for the past 14 years. He was principal of the Apex High School prior to that time.

Mr. Bunn is a graduate of Wake Forest College, and he has taken work also at the University at Chapel Hill.

# EXPENDITURES FOR AUXILIARY AGENCIES

## Increase Due Mainly to Lunchrooms, Vet Training and Higher General Costs

Expenditures for auxiliary agencies took a big jump upward in 1946-47. The increase over the preceding year was \$4,568,303.31. This increase was due mainly to the expanding lunchroom program, which alone cost \$3,608,535.29, a veteran's training program costing \$2,163,443.35, and general increases in the cost of transportation, libraries, textbooks and health, the other items in this object of school expenditure.

The proportion of the current expense school dollar devoted to this object increased from 13.1 per cent in 1945-46 to 19.6 per cent in 1946-47. For years prior to 1945-46, the proportion of the school dollar spent for auxiliary agencies was as follows:

1929-30.....	9.7 cents
1934-35.....	10.5 cents
1939-40.....	9.6 cents
1941-42.....	12.1 cents
1943-44.....	11.1 cents

1944-45.....14.2 cents  
1945-46.....13.1 cents

It is obvious, therefore, that the increase in this object in 1946-47 was much greater and considerably more proportionate to the other objects in the whole than in previous years. The proportion of each current expense dollar spent shows an increase in two other objects, operation of plant (from 4.8 to 5.5) and maintenance of plant (from 3.6 to 4.0), no change in fixed charges (1.3), and no changes in general control (from 2.7 to 2.5) and instructional service (from 7.5 to 6.5).

Based on the number of pupils in average daily attendance the amount spent in 1946-47 was nearly three times what was spent in 1941-42. Per pupil expenditure for this object increased from \$3.14 in 1927-28 to \$16.40.

### I. EXPENDITURES FOR AUXILIARY AGENCIES

Year	Expenditures			Spent Per Pupil in A.D.A.		
	White	Negro	Total	White	Negro	Total
1927-28	\$1,939,512.73	\$2,657,641.42	\$4,597,154.15	\$4.34	\$1.11	\$3.14
1928-29	2,259,428.31	3,492,001.24	5,751,429.55	4.87	1.19	3.56
1929-30	2,729,217.33	3,779,793.42	6,509,010.75	5.70	1.43	4.27
1930-31	2,729,217.33	3,779,793.42	6,509,010.75	5.07	1.43	3.77
1931-32	2,801,751.15	67,315.19	2,869,066.34	4.96	.33	3.12
1932-33	2,811,114.71	83,852.02	2,894,966.73	3.87	.38	2.82
1933-34	1,578,381.73	59,946.60	1,638,328.33	2.99	.36	2.16
1934-35	1,578,381.73	59,946.60	1,638,328.33	2.99	.36	2.16
1935-36	2,038,350.70	31,190.93	2,069,541.63	3.78	.59	2.86
1936-37	1,994,364.89	162,864.04	2,157,228.93	3.68	.73	2.83
1937-38	2,744,800.67	233,626.69	2,978,427.36	5.01	1.14	3.89
1938-39	2,744,800.67	233,626.69	2,978,427.36	4.51	1.37	3.51
1939-40	2,744,800.67	233,626.69	2,978,427.36	4.51	1.37	3.51
1940-41	3,355,172.19	425,547.40	3,780,719.59	6.03	1.85	4.81
1941-42	3,371,416.43	467,665.85	3,839,082.28	7.20	2.05	5.69
1942-43	3,945,900.86	500,223.10	4,446,123.96	7.43	2.53	5.99
1943-44	4,166,123.96	500,223.10	4,666,347.06	7.43	2.53	5.99
1944-45	6,583,583.19	889,877.90	7,473,461.09	12.40	4.38	9.99
1945-46	6,583,583.19	889,877.90	7,473,461.09	12.40	4.38	9.99
1946-47	10,746,168.03	1,294,275.52	12,040,446.55	20.60	6.09	16.40

II. EXPENDITURES FOR TRANSPORTATION AND OTHER AUXILIARY SERVICES, 1946-47—COUNTY UNITS

# TAKE JUMP UPWARD

Tables II and III

Expenditures for auxiliary agencies are greater in county units than in city units. This is due to the fact that transportation is largely a county undertaking. Of the total amount spent during 1946-47 the sum of

Considering this expenditure by race, the increase per white pupil was from \$4.34 in 1927-28 to \$20.60 in 1946-47. In the case of Negro pupils it was from \$0.11 in 1927-28 to \$6.09 in 1946-47. The \$12,040,446.55 spent for this kind of school operation in 1946-47 was divided by items as follows:

	White	Negro	Total
Transportation of Pupils.....	\$ 4,532,732.34	\$ 769,832.44	\$ 5,302,614.78
Libraries.....	.....	.....	257,761.80
Textbooks.....	.....	.....	595,754.71
Health, etc.....	.....	.....	112,931.92
Lunchrooms.....	3,420,900.64	187,634.65	3,608,535.29
Veterans Training.....	2,009,418.68	154,024.67	2,163,443.35
TOTAL.....	\$10,746,168.03	\$1,294,278.52	\$12,040,446.55

### II. EXPENDITURES FOR TRANSPORTATION AND OTHER AUXILIARY SERVICES, 1946-47—COUNTY UNITS

Unit	Total Exp.		Spent Per Pupil in A.D.A.
	White	Negro	
Albion	\$ 153,923.40	\$ 17,148.18	\$35.18
Alexander	55,170.35	2,973.60	37.27
Allegheny	55,170.35	2,973.60	37.27
Anson	76,749.70	8,654.20	43.31
Ashie	124,234.87	1,920.00	32.57
Avery	124,233.87	929.91	32.57
Beaufort	56,697.06	9,362.32	20.15
Berrie	45,109.38	28,080.61	15.59
Bladen	17,197.42	1,915.35	17.32
Brunswick	17,194.12	1,010.45	27.92
Buncombe	27,438.49	5,743.08	22.11
Camden	180,911.76	1,750.50	20.76
Caldwell	116,697.32	4,408.36	17.63
Candler	31,417.28	3,911.19	16.64
Caswell	75,890.75	3,582.93	32.73
Catawba	107,556.36	7,841.19	21.57
Chatham	116,385.49	33,927.65	37.27
Cherokee	19,627.55	11,827.15	41.36
Chowan	617.60	.....	.....
Clay	188,881.10	.....	29.29
Cleveland	198,923.50	27,477.94	46.22

\$10,181,649.67 was in the 100 county units, whereas only \$1,858,796.88 was spent in the 71 city units.

On a per pupil basis the average in county units was \$19.35 and \$8.93 in city units. Among county units the range was from \$7.96 in Richmond to \$38.25 in Avery. Considering white pupils only the range was from \$10.32 in Richmond to \$64.04 in Camden. For Negro pupils the range was from \$1.33 in several units to \$31.37 in Asheville.

Among city units the range was 94 cents in Durham to \$25.14 in Murphy. For white pupils only the lowest was \$1.01 in Durham to \$27.66 in Whiteville; and for Negroes the lowest per pupil expenditure was 12 cents in Lenoir and the highest was \$19.30 in Laurinburg.

	White	Negro	Total
Transportation of Pupils.....	\$ 4,532,732.34	\$ 769,832.44	\$ 5,302,614.78
Libraries.....	.....	.....	257,761.80
Textbooks.....	.....	.....	595,754.71
Health, etc.....	.....	.....	112,931.92
Lunchrooms.....	3,420,900.64	187,634.65	3,608,535.29
Veterans Training.....	2,009,418.68	154,024.67	2,163,443.35
TOTAL.....	\$10,746,168.03	\$1,294,278.52	\$12,040,446.55

Andrews	15,259.81	45.00	1,271.81	1,324	3.44	336,157.97	25,632.46	161,690.43	24.41	7.75	18.83		
Asheville	11,569.81	563.85	62,433.04	13,32	2.29	69,539.01	69,539.01	69,539.01	23.95	1.76	22.92		
Burlington	77,639.74	1,550	77,639.74	13,32	13.05	108,966.56	18,755.61	122,442.17	13.72	10.63	12.47		
Canon	24,594.77	2,705.55	24,594.77	12.59	5.03	57,453.24	11,259.22	46,194.02	31.89	6.45	20.85		
Charlottesville	41,150.41	8,665.28	49,715.69	3,86	1.64	38,174.50	41,595.26	41,595.26	4.83	4.55	25.97		
Cherryville	19,466.61	2,760.00	12,426.61	1,961	8.49	41,890.01	41,890.01	41,890.01	29.79	7.75	18.83		
Cincinnati	14,498.77	1,755.63	24,144.33	3,823	2.66	69,539.01	10,161.26	73,000.59	30.77	8.43	17.52		
Durham	5,448.20	3,351.96	8,400.16	1,01	8.8	180,915.17	14,881.35	196,776.52	15.50	8.43	17.52		
Edenton	12,452.68	8,025.68	20,578.60	1,21	9.50	89,200.96	18,520.51	96,781.47	40.68	3.05	13.09		
Elm City	13,443.79	1,751.82	20,077.55	2,774	8.05	141,669.84	24,459.91	185,120.75	22.10	5.81	19.10		
Farmer	13,155.45	9,350.84	22,510.29	14,18	8.43	184,476	85,120.13	269,596.13	25.93	18.10	22.46		
Fayetteville	14,784.62	7,212.73	21,997.35	3,656	4.61	33,675.68	27,289.45	60,965.13	9.14	14.49	21.23		
Farmington	13,100.46	3,050.00	16,600.46	12,76	7.11	31,575.55	15,619.67	47,195.22	44.65	7.96	21.23		
Gaston	8,234.00	8,634.00	81,660.46	16,522	7.91	141,044.21	11,063.83	152,108.04	27.78	8.91	24.09		
Glen Alpine	15,600.11	1,803.69	18,463.80	2,858	4.59	69,981.48	1,416.00	69,981.48	18.51	10.85	18.25		
Greensboro	55,482.44	1,333.00	66,823.44	1,758	3.80	35,532.41	12,580.22	60,000.93	13.25	12.82	11.62		
Greenville	12,723.11	3,085.00	15,808.11	1,668	2.43	57,945.16	17,477.18	75,422.34	35.24	12.85	25.10		
Hanover	19,937.63	8,059.60	17,067.23	14,19	2,930	106,561.16	2,201.91	107,763.07	32.24	9.9	19.82		
Hendersonville	8,317.28	233.65	8,317.28	8,38	7.99	69,539.01	69,539.01	69,539.01	23.95	6.91	19.31		
Hickory	4,058.49	1,832.50	42,430.90	11,91	3.59	87,989.15	1,281.64	89,580.79	21.97	31.26	22.07		
High Point	18,244.66	2,652.04	21,477.70	3,21	3.84	71,488.12	71,488.12	71,488.12	23.54	12.69	12.69		
King's Mountain	10,894.48	1,707.02	12,146.50	8,22	6.79	206,012.07	23,075.07	229,087.14	9.93	13.62	13.62		
Kinston	18,683.28	3,409.77	22,078.05	11,23	2.41	71,488.12	71,488.12	71,488.12	23.54	12.69	12.69		
Laurinburg	57,038.46	15,071.20	32,095.66	14,78	19.30	168,899.33	8,415.02	177,914.35	23.20	2.35	16.58		
Lexington	17,800.36	6,406.60	16,820.96	11,46	11.12	9,537	143,016.69	143,016.69	21.60	5.26	11.50		
Lincolnton	19,985.00	300.53	3,338.53	1,06	1.57	6,534	68,741.20	76,191.71	37.36	1.97	13.66		
Madison	12,891.40	2,414.42	15,505.82	18,41	7.32	15,19	8,437.59	85,781.35	29.46	7.04	15.25		
Marion	18,980.53	425.27	17,405.80	8,28	1.84	7,63	40,880.85	4,427.80	35,045	4.69	19.78		
Monroe	24,123.69	334.87	4,435.56	1,02	4.62	3,463	30,467.46	2,657.32	43,955	4.13	24.20		
Morganton	16,369.92	4,645.15	45,015.07	2,435	12.62	23,232	23,232.78	23,232.78	23.02	3.81	17.21		
Morven	1,083.27	1,370.51	2,003.65	8,85	9.62	8,96	166,888.42	19,477.66	186,408.08	32.09	4.08	18.65	
Mount Airy	25,933.40	3,070.25	20,030.65	8,85	9.62	8,96	166,888.42	19,477.66	186,408.08	32.09	4.08	18.65	
New Bern	15,515.24	1,627.00	17,143.24	10,16	1.45	6,57	106,928.41	112,193.50	11,008	5.10	7.84		
New York	15,515.24	1,627.00	17,143.24	10,16	1.45	6,57	106,928.41	112,193.50	11,008	5.10	7.84		
North Wilkesboro	15,515.24	1,627.00	17,143.24	10,16	1.45	6,57	106,928.41	112,193.50	11,008	5.10	7.84		
Newton	15,515.24	1,627.00	17,143.24	10,16	1.45	6,57	106,928.41	112,193.50	11,008	5.10	7.84		
Phenixburg	1,382.50	1,382.50	2,003.65	8,85	9.62	8,96	166,888.42	19,477.66	186,408.08	32.09	4.08	18.65	
Raleigh	63,411.96	10,138.02	75,538.98	13,25	4.05	14,73	162,465.53	6,553.68	168,380.20	21.30	3.38	17.74	
Red Springs	14,989.91	4,460.77	23,795.91	2,21	5.88	12,67	181,007.34	8,901.68	189,909.02	22.69	6.93	20.50	
Roanoke Rapids	14,989.91	4,460.77	23,795.91	2,21	5.88	12,67	181,007.34	8,901.68	189,909.02	22.69	6.93	20.50	
Rockingham	6,667.34	2,107.25	8,293	2,90	5.26	6,878.86	5,308.20	73,187.06	16.05	6.03	14.32		
Rocky Mount	12,911.84	2,087.87	14,255	2,00	10.22	164,381.26	1,452.23	104,088.49	24.64	4.56	22.94		
Salem	29,555.00	6,111.56	29,555.00	1,059	6.23	10,94	164,381.26	1,452.23	104,088.49	24.64	4.56	22.94	
Sanford	18,803.81	5,211.95	17,269.18	7,23	1.94	6,02	53,429.59	360.00	53,789.59	21.85	2.63	50.83	
Shelby	18,803.81	5,211.95	17,269.18	7,23	1.94	6,02	53,429.59	360.00	53,789.59	21.85	2.63	50.83	
Southampton	15,515.24	1,627.00	17,143.24	10,16	1.45	6,57	106,928.41	112,193.50	11,008	5.10	7.84		
Tarboro	17,938.89	1,315.76	19,254.65	13,30	1.37	9,92	225,197.89	7,197.57	232,395.46	37.70	4.61	50.84	
Thomasville	9,486.61	1,202.50	10,688.11	6,37	2.29	4,66	253,415.43	43,220.98	296,636.41	35.74	8.59	24.47	
Tryonville	4,390.27	1,900.00	8,294.22	2,197	3.21	1,622	54,111.50	37,760.47	91,871.97	26.84	8.73	14.44	
Waco	11,557.40	4,348.80	15,906.20	7,14	3.83	5,78	79,626.47	4,162.49	75,463.98	12.03	7.45	17.45	
Washington	10,266.48	3,234.34	15,906.20	7,14	3.83	5,78	79,626.47	4,162.49	75,463.98	12.03	7.45	17.45	
Weldon	12,636.48	2,426.48	15,906.20	7,14	3.83	5,78	79,626.47	4,162.49	75,463.98	12.03	7.45	17.45	
Wilmington	21,134.81	2,885.50	21,134.81	2,88	5.20	2,63	14,713.62	5,866.61	153,580.23	20.41	12.54	19.83	
Winston	13,155.45	9,350.84	22,510.29	14,18	8.43	184,476	85,120.13	269,596.13	25.93	18.10	22.46		
Winston-Salem	36,334.13	467,572.06	13,155.45	9,350.84	22,510.29	14,18	8.43	184,476	85,120.13	269,596.13	25.93	18.10	22.46
TOTAL	\$ 1,558,871.01	\$ 299,225.87	\$ 1,858,796.88	\$10.98	\$ 4.53	\$ 8.93	\$ 918,297.02	\$ 994,452.65	\$1,018,040.67	\$24.30	\$ 6.79	\$19.35	



## Average State Support is \$72.27 Per Pupil

North Carolina's State school support of \$72.27 per pupil enrolled for 1948-49 is \$1.97 greater than the national average state support of \$70.30 per pupil, figures recently computed by the Missouri State Teachers Association show.

Contrary to the general belief that State support in North Carolina is near the top, figures based on enrollment of pupils show 17 states that exceed North Carolina's average. Three of these 17, Florida, Louisiana and Texas, are southern states.

The following table gives these average per pupil figures, total state support for 1948-49 divided by 1947-48 enrollment, for the states:

1. Washington	\$170.00
2. Delaware	*160.22
3. California	126.54
4. Michigan	121.65
5. Louisiana	120.22
6. New Mexico	118.68
7. Florida	110.47
8. Nevada	100.00
9. Utah	99.26
10. Oregon	93.18
11. New York	85.33
12. West Virginia	84.04
13. Texas	79.65
14. Ohio	78.38
15. Arizona	76.87
16. Maryland	74.17

17. Wyoming	72.73
18. North Carolina	72.27
19. Minnesota	70.33
20. Alabama	68.46
21. Pennsylvania	67.93
22. South Carolina	63.87
23. Indiana	62.28
24. Tennessee	62.03
25. Georgia	57.79
26. Missouri	55.04
27. Arkansas	53.01
28. Virginia	49.75
29. Colorado	44.18
30. Montana	43.80
31. Connecticut	43.65
32. Oklahoma	42.72
33. New Jersey	41.24
34. Idaho	40.59
35. Maine	39.48
36. Kentucky	39.09
37. Illinois	35.05
38. Kansas	34.76
39. North Dakota	32.89
40. Mississippi	32.77
41. Wisconsin	32.24
42. Rhode Island	31.77
43. New Hampshire	28.99
44. Vermont	†28.70
45. Iowa	25.96
46. South Dakota	21.07
47. Massachusetts	13.83
48. Nebraska	1.73
*Data for 1946-47.	
†Data for 1945-46.	

## Dispatch Gives Exercise Advice To Men Over 40

Schoolmen over 40 should have at least two different forms of exercise for health's sake, according to Educator's Washington *Dispatch*. "If you go in for competitive sports," the *Dispatch* says, "be sure to continue also with a sport such as the gym class, golf, trap shooting, fishing or bowling. These are antidotes to competitive exercises.

"Exercise after 40 should include a minimum of competition. Most desirable type of exercise is the double games (divided responsibility type) since there is less tension connected with them.

"If you've dropped your exercise since college days, and wish to resume them, first go to your physician for a check-up. Under a supervising hand you can gradually bring your body to a point where you can take the exercise of your choice. Play any game in the easy, relaxed way a good swimmer swims and you will find that not age but the way the game is played makes the difference between fatiguing or refreshing exercise."

## Erwin Protests BEA Resolution

In a recent letter to Hollis B. Gny, Executive Secretary of the United Business Education Association, State Superintendent Clyde A. Erwin protested the action of the Association in passing a resolution recently "that the United States Office of Education cease to act as sponsors or promoters of organizations of students that encompass only federally aided programs."

According to Superintendent Erwin, this resolution "appears to be a direct attack on the organization called 'The Distributive Clubs of America,' which was organized at a national meeting in Memphis, Tennessee in 1946."

"The distributive education clubs are needed and should be encouraged. It is my firm belief that the U. S. Office of Education should furnish the same sponsorship to the Distributive Education Clubs of America that it now gives to the Future Farmers of America and to the Future Homemakers of America. I therefore disagree emphatically with the last paragraph of your resolution."

## Probationers Have Very Little Education

That education has a direct bearing on the number of probationers is vividly shown by the chart on Education in the latest Report of the North Carolina Probation Commission. Out of a total of 4,450 probationers on June 30, 1948, the report shows, only 206 or 4.6 per cent had completed high school. The Report of the Commission further shows that only one teacher and 183 students were included, or about 4.1 per cent of the total probationers.

Breaking, entering, larceny and receiving was the offense of a greatest number of probationers. Laborers were in the majority of offenders. Only ten college graduates were included in the total.

## Interest in Guidance Grows

Judging by recent letters to the State Supervisor of Occupational Information and Guidance, Ella Stephens Barrett, interest in guidance is growing among the schools of the State.

Excerpts from these letters indicate the growing interest in guidance and counseling activities, Miss Barrett states. For example, in Reidsville, the principal and guidance director writes: "The following items are a few of the guidance activities: Individual conferences are held with each senior and any student who is going to work after his graduation from high school. Tests are frequently given in this school. Our follow-up program helps us to know if the graduates are properly adjusted and the counselor spends much time counseling former graduates."

From Rockingham City Schools the superintendent writes, "At a recent meeting I discussed with the members of the faculty some possible activities in the field of guidance. I think it would be fine if you could follow-up this beginning with additional information which you might wish to discuss at a general high school faculty meeting."

The guidance director of the Appalachian High School writes: "Under our present situation, we have a guidance committee which consists of a chairman, three other faculty members and three students. Each teacher has one free period a day to be used for counseling students."

The principal of the South Fork High School, Forsyth County states that "One of our chief objectives this year is to make a card catalog of the jobs in and around Winston-Salem that would be of interest to our graduates."

## Supt. Erwin Named President of Chief State School Officers

State Superintendent Clyde A. Erwin was named president of the National Council of Chief State School Officers at the annual meeting of the Council which met recently in Madison, Wisconsin.

Superintendent Erwin had served as vice president last year and as chairman of the Council's legislative committee for five years. The Council is made up of the heads of schools of the states and territories of the United States.

Comment by the press of the State on this honor that has come to Superintendent Erwin and the Department which he leads has been most favorable. Typical of this comment was the following by Editor Sanford Martin of the Winston-Salem Journal:

### An Honor Richly Deserved

At its meeting this week, the State Board of Education extended heartiest congratulations to one of its members, Dr. Clyde A. Erwin, State Superintendent of Public Instruction, upon the recognition that has been accorded him by educational leaders of the Nation.

Dr. Erwin recently was elected President of National Council of Chief State School Officers. This means, of course, that in the field of public education, our State Superintendent of Public Instruction has achieved distinction as a national leader which reflects great credit not only on his own ability and record as a head of a great State school system but also on the progress and efficiency of the North Carolina Department of Public Instruction.

In calling Dr. Erwin to this position of leadership in the Nation, the Chief School Officers of the forty-eight States paid tribute both to his dynamic leadership and to our State's leadership in public education in the South.

All who have observed Dr. Erwin's efforts through the years to build a better school system in North Carolina join the State Board of Education, we are sure, in recognizing this new honor that has come to him as one that is richly deserved. Certainly in the recent election the voters left no room for doubt about their support of the type of leadership the State Superintendent of Public Instruction is giving the educational forces of North Carolina. In electing Dr. Erwin to serve another four-year term in the office he now holds, the people gave him and the Department he heads an overwhelming vote of confidence.

North Carolinians everywhere should be proud of the high honor the educators of the country have bestowed upon our State Superintendent of Public Instruction. It is a deserved tribute to the distinguished service he is performing for the cause of public education

## From a Letter To a Friend

Senator Capper says:

"... Unpaid though he usually is, a member of the school board has one of the most responsible jobs in the community. We ought to try to get the best folks we can for these positions. Board members should be people of good common sense—and as free as possible from religious, racial, and social prejudices. School systems have been ruined by board members who insisted on giving teaching jobs to their relatives or their fellow church members or fellow lodge members.

Board members don't need to be learned people, but they should be thoughtful people. They should be interested in children, and in trying to give the youngsters broader and sounder schooling than they themselves got.

Finally, they ought to be good judges of people. There are many pretty smart and capable men and women that lack this ability.

People with these qualifications can do the schools a world of good. You may have practically to draft them, but the effort will be well repaid.

Sincerely yours,  
ARTHUR CAPPER"

## Testing Program To Be Conducted

A nation-wide high school testing program will be conducted in April by the Co-operative Test Division of Educational Testing Service, 15 Amsterdam Avenue, New York 23, N. Y.

Notices have been sent to high school principals throughout the nation concerning this proposed program, which will test the high school students' understanding of recent social and scientific developments. A fee of ten cents for each booklet plus a \$2.00 school registration fee are required for test scoring and service. The test is designed to be administered to students in grades 10, 11 and 12, or to students in grade 9 if desired.

Persons interested should communicate directly with Educational Testing Service.

not only in his own State but also in the Nation.

## N. E. A. Commission to Study Function of Public Schools

A commission of 20 educators has been appointed to make a study during 1949 of the role of the public schools in the face of continuing international tensions.

A second major issue which the commission will study is the role of public schools in developing moral and spiritual values.

## Publication Gives Laws On "Education For Freedom"

How many states require instruction on United States history?

Do all states require teaching concerning the United States Constitution?

What are the provisions in state laws governing the use of the American Flag in public schools?

Answers to these and many other questions pertinent to education for democracy are presented in a new publication of the Office of Education, Federal Security Agency, titled "Education for Freedom as Provided by State Laws."

The analysis made by the Office of Education of state laws reveals that at least three-fourths of the states require the teaching of United States history in public elementary and secondary schools. While many of the states give considerable discretion as to content of such history courses, several states, including Arkansas, Illinois, New Jersey, Oklahoma, Oregon, Pennsylvania, Virginia, and Washington, give specific provision in the law as to the time, content and purpose of United States history instruction. Excerpts from the principal provisions of state statutes requiring instruction on United States history, the Constitution, ideals and principles of American government, and patriotism, appear in the Office of Education publication.

All states, except Kentucky, Maryland, Texas, and Vermont, have statutes which require instruction in elementary schools concerning the Constitution. All states, except Kentucky and Maryland, by law require such instruction in high schools. Many states which do not have statutory requirements provide for teaching on the Constitution by state department regulation or course of study. A majority of the states, according to the Office of Education, have deemed it appropriate to determine somewhat specifically what must be done with respect to the teaching of the Constitution.

## Ten Rules For Zestful Living

Once a year it is a good thing to take stock of one's "living" practices.

The following rules of mental hygiene, adapted in the N. E. A. Journal from Practical School Discipline and Mental Hygiene by Dr. Cutts and Dr. Moseley (Houghton, Mifflin, Riverside Texts, 1941), emphasize some of the conditions and attitudes teachers may well study:

1. Keep in the best possible physical health. Plan your life with plenty of rest, recreation, and change.
2. Find work in line with your abilities and interests. Be good at your job.
3. Develop interests and hobbies to enjoy in your free time.
4. Cultivate some community activity which you like and do well.
5. Seek friends you enjoy and maintain friendships. Go to meet your friends more than halfway in planning work and play together.
6. Do things for people who need them—not just out of duty or charity but because you want to give them help and pleasure. Try to help and please others when you are most disturbed yourself.
7. Develop the ability to rely upon yourself to make decisions after reasonable consideration. Assume responsibility that is rightfully yours.
8. Face reality squarely and courageously. Work out the best solution you can find to your problems and act upon it.
9. Enjoy the beauty and humor that come your way, and if you do not see them, keep searching for them.
10. Exercise your sense of humor by laughing with your pupils and at yourself.

## New Guidance Booklet Published

"Supervising Up" by R. Floyd Cromwell, Supervisor of Educational and Vocational Guidance for the State of Maryland and Morgan D. Parmerter, Associate Professor in Guidance and Director of the Vocational Guidance Center, Ontario College of Education, University of Toronto, has recently been issued. Copies are available from Guidance Publications, Box 89, Niagara Square Station, Buffalo 1, N. Y. at 50 cents each.

The booklet is planned particularly for use in group work related to guidance in grades 7, 8, and 9. It contains text material and assignment pages. It is suitable for classroom work in human relations, and as a unit in social studies.

## Biography Gives Source Material in Occupations

A bibliography on free and inexpensive pamphlet material on 100 occupations has been issued by the Occupational Information and Guidance Service of the State Department of Public Instruction.

In addition to material on occupations from Accounting to Zoologist, the bibliography includes listings under general occupations, 25 courses of occupational information, suggested plans for filing unbound occupational information, and a list of current publications free to counselors and librarians.

## Home Study Book Free

The 1949 *Home Study Blue Book* is a handbook of vocational information regarding approved correspondence courses and schools covering the field of the various trades, vocations and semi-professions. It is a 32-page booklet prepared for vocational guidance instructors, veteran counsellors, etc. It will be sent free upon request to the *National Home Study Council*, 839 Seventeenth Street, N. W., Washington 6, D. C.

## Hillman Makes New Teacher Study

A study of the number of new teachers employed this year is being made by Dr. James E. Hillman, Director of the Division of Professional Service, State Department of Public Instruction.

The study is sponsored by the National Commission on Teacher Education and Professional Standards of the National Education Association. The North Carolina study is a part of the national study.

"New" teachers as defined by the Commission are those teachers who were not employed anywhere in 1947-48. Data has been requested for both white and Negro schools and grouped into teaching areas as follows: (1) those teaching all elementary grades, (2) those teaching grades 1-3, (3) those teaching grades 4-7, and (4) those teaching in the high schools by subject areas.

## Brown and Smith Honored

T. Carl Brown, Supervisor of Distributive Education for North Carolina, was elected president of the National Association of State Supervisors of Distributive Education at the annual meeting of the American Vocational Association which met in Milwaukee on November 30-December 3, 1948. This honor was given Mr. Brown in recognition of his leadership in this field.

At the same meeting, J. Warren Smith, Director of the Division of Vocational Education, was presented a life membership in the American Vocational Association by the North Carolina Vocational Association.

## Dr. Hillman Proposes Program to Relieve Teacher Shortage

A five-point program to relieve the shortage of teachers was proposed by Dr. J. E. Hillman, Director of the Division of Professional Service, State Department of Public Instruction, at a meeting of the Southern Association of Colleges and Secondary Schools recently held at Memphis, Tennessee.

Dr. Hillman spoke before the Commission on Curricular Problems and Research. Also taking part in the discussion on teacher shortage were Dr. H. Arnold Perry of the University of North Carolina, Dr. Charles E. Spain of the University of Kentucky, and Dr. J. B. White of the University of Florida.

In order to get more elementary teachers to replace those who are retiring and dying, Dr. Hillman recommends:

1. A program of guidance, beginning with elementary grades and continuing through college, to stimulate interest of students in becoming teachers.
2. Employment of special personnel in the state departments of education to initiate, co-ordinate and direct recruitment efforts.
3. Organize in each county or city a local council on teacher recruitment with a local chairman.
4. Establish a system of scholarships adequate in number and large enough to encourage large numbers of young people to enter the teaching profession.
5. Promote the recruitment of teachers through the press and other media. Dr. Hillman also suggested that a reciprocity program be worked out among the states to permit teachers qualified to teach in one state to teach in another.



## Dispatch Rounds Up Opinion Polls By Educators

Don't rat the educational questionnaire with the Gallup-Roper-Crosley brush, experts in research say. Debacle of the commercial pollsters does not discredit survey opinion research in education.

The pollsters' Waterloo, however, should re-emphasize several lessons for educational investigators, says H. S. Conrad, U. S. Office of Education chief of research and statistics. The *Dispatch's* round up of such lessons:

... If you use samples and sub-samples, make them sufficiently large so that errors of estimate will be within reasonable limits.

... In all questionnaire studies make every effort to get as close to 100 per cent response as possible.

... Qualify your conclusions with due regard to those who do not respond.

... Don't gloss over the undecided vote. Those who answer "Don't know" on paper may later determine the outcome of an issue.

... Make certain that any sample of persons being queried represents up-to-the-minute proportions according to geographic, social, economic or educational variables.

... Use the "depth" interview on a sizable sample to find out the interpretations to be attached to "yes," "no," and "don't know" answers. Such intensive interviews will shed much light on the conclusions to be drawn from statistics.

With these and other precautions, sampling of opinion on educational problems remains important and desirable, adds J. Wayne Wrightstond, school research officer for New York City.—*Educator's Washington Dispatch*.

## England and Wales Launch Five-Year Recruitment Plan

England and Wales have launched a five-year plan for the recruitment and training of teachers. The aim is to raise the total number of teachers in the publicly financed schools from the present 196,000 to 237,000 by 1955.

According to the plan 6000 women will be admitted the first year to two-year courses in permanent training colleges, nearly double the number admitted in the average pre-war year. In 1949 it is hoped that 8000 women and 200 men will be admitted to teacher training institutions.

## State Furnishes Leaders In Rehabilitation Work

In addition to its own Director of Rehabilitation Charles H. Warren, North Carolina has furnished leaders in this field in three other areas. The State's first Rehabilitation officer, H. L. Stanton, is now with the Federal office in Washington. Harold C. Corpening, formerly on the State staff, is now the regional representative of the office of Vocational Rehabilitation in Denver, Colorado. And Claud M. Andrews, also at one time on the North Carolina staff, is at present head of Florida's rehabilitation program.

At the recent annual meeting of the American Vocational Association, three of these four "rehab" workers got together for an exchange of reminiscences. The fourth, Mr. Stanton being ill, was not able to be present.

## N. C. Ranks 42nd in Value Of Property Per Pupil

North Carolina ranks 42nd among the states in the average value of school property per pupil enrolled, figures for the school year 1945-46 show.

North Carolina's per pupil value that year was \$172. The national average was \$351. The states ranged in this respect from \$659 in New York to \$101 in Mississippi.

Other southern states with a greater per pupil property value than North Carolina were: Kentucky \$173, Virginia \$202, Oklahoma \$212, Louisiana \$238, Florida \$244, West Virginia \$246, Texas \$266, and Maryland \$329.

## NEA Begins Campaign For Federal Aid

The campaign to ask for enactment by the 81st Congress of a federal aid measure has been begun by the National Education Association.

A series of conferences to promote support were held last fall in the following sections of the nation: November 4, Reno; November 6, San Francisco and Chicago; November 8, Kansas City, Missouri and Los Angeles; November 10, Jamestown, North Dakota and Albuquerque, New Mexico; November 13, Spokane, Washington and Denver, Colorado; December 4, Boston.

Senator Robert A. Taft, Ohio Republican, says he will introduce the same aid bill that passed the Senate but which failed to be reported in the House.

## Mrs. Maley Attends Food Conference

Mrs. Anne Maley, State Supervisor of the School Lunch Program, State Department of Public Instruction, attended the annual conference of the School Food Service Association, which was held November 18-20, 1948, at Detroit, Michigan. She was accompanied by Mrs. Evelyn H. Glenn, Assistant Supervisor.

At this Conference there was discussion of all phases of food service in schools. Mrs. Maley presided over a round table discussion by state and county directors and supervisors on Friday morning, November 19. She participated in discussions held in the afternoon.

"In comparison with other states," Mrs. Maley stated on her return, "we feel that North Carolina is near the top in serving its children nutritious lunches in an efficient manner."

## Former US Commissioner Recommends Social Studies

Requirements for social studies in the high schools should be extended to four years, according to Dr. J. W. Studebaker, former U. S. Commissioner of Education.

This four-year course would include United States History, World History, geography, civics, economics and some aspects of sociology, Dr. Studebaker stated. Such a four-year course, he said, might well include one semester "in which we would provide for concentrated study of the ways and practices of dictatorships; dictatorships of the past and, particularly, modern dictatorships."

Dr. Studebaker also stated that teachers must accept some of the responsibility for the fact that only 44,000,000 men and women voted in the presidential election.

## Mrs. Maley Lists Foods for January

Superintendents, principals, and lunchroom supervisors and managers have been notified by Mrs. Anne Maley, State School Lunchroom Supervisor, of the abundant foods to serve during January. These foods are: citrus fruits, dried beans and peas, fresh green vegetables (snap beans, spinach, green cabbage, kale, collards, mustard, etc.), Irish potatoes, and fish. The schools have been requested by Mrs. Maley to use these items as available as often as possible in keeping with food menu planning.

## Provocative Statements

The following pointed statements have been selected from recent literature and may stimulate thinking on the part of school officials:

1. Education is suffering from financial malnutrition except in a few favored areas and localities.

2. America more than any other nation has exalted the noble ideal of equal opportunity. Yet its system of schooling is marred by shocking extremes of opportunity—by differences of 60 to 1 in the financial support of education per child.

3. School boards generally are in a less advantageous position when it comes to buying education than they were in 1940.

4. There will be at least 7,000,000 more children of school age in 1958 than in the current year.

5. *Inequalities Rooted in the Rural Situation.* Rural schools enroll 48 per cent of the nation's school children; receive 38 per cent of its school funds. Farms have 18.6 per cent of the nation's population; receive 10 per cent of the national income; have 31 per cent of its school children. The vast majority of the poorest schools are in rural areas.

6. *Equalization Needs Arise.* Most states have accepted this principle. Yet not more than half the states have provided adequate funds to make the principle operative.

Two plans for providing a minimum foundation program:

(1) The state pays the entire cost of the minimum program.

(2) The state pays the difference between the amount raised from levying a uniform local tax rate and the minimum foundation program.

The chief problems are two:

(1) Determining the formula, taking into account sparsity of population and differing elementary and high school costs.

(2) Equalization of assessments.

7. *Adequate State Support Is Needed for Rural Services.* State funds are needed for construction and equipment of rural school buildings. Inequalities in ability to pay for school buildings are just as great as inequalities in ability to pay for teachers' salaries. States such as New York and Washington have excellent state-aid programs on the equalization principle.

There is need for special rural services, such as guidance, aid for handicapped children, health services, libraries, recreation, vocational education and adult education.

Providing rural school administrative services is difficult due to the small size of administrative units. Intermediate administrative units for two or more districts or special services from the state department may be required.

## School Boards Act As Agents Of Public

School board members are the delegated agents of the public, with immediate responsibility for leadership in bringing about proper school-community relationships.

At a recent conference of school administrators, the following suggestions were developed which should serve as a practical guide in school-community activities:

1. The community school seeks to operate continuously as an important unit in the family of agencies serving the common purpose of improving community living.

2. The community school shares with citizens continuing responsibility for the identification of community needs and the development of subsequent action programs to meet these needs.

3. The community school begins its responsibility for better living with the immediate school environment.

4. The community school makes full use of all community resources for learning experiences.

5. The community school develops continuous evaluation in terms of the quality of living for pupils, teachers and administrators; for the total school program; and for the community.

6. The pupil personnel services of the community school are co-operatively developed in relationship to community needs.

7. The community school secures staff personnel properly prepared to contribute to the distinctive objectives of the school; facilitates effective work and continuous professional growth by members of the staff; and maintains only those personnel policies which are consistent with the school's purposes.

8. The community school creates, and operates in, a situation where there is high expectancy of what good schools can do to improve community living.

9. The community school buildings, equipment, and grounds are so designed, constructed, and used as to make it possible to provide for children, youth, and adults those experiences in community living which are not adequately provided by agencies other than the school.

10. The community school budget is the financial plan for translating into reality the educational program which the school board, staff members, students and other citizens have agreed upon as desirable for their community.

## Board Has New Members

Two new members were added to the State Board of Education when the Constitutional Officers were sworn in early this month. They were Lieutenant-Governor H. P. Taylor and State Treasurer Brandon P. Hodges.

In accordance with Article IX, section 8, of the Constitution, the Lieutenant-Governor, the State Treasurer and the State Superintendent of Public Instruction together with ten appointive members constitute the State Board of Education. State Superintendent Clyde A. Erwin was re-elected for a four-year term.

Alonza C. Edwards, one of the appointive members whose term expires April 1, 1949, is a member of the General Assembly. This leaves one vacancy until the position is filled. The terms of two other members expire April 1. They are H. E. Stacy represent-

## Board Members to Get Commission Report

Each school board member who holds membership in the State School Board Association will receive a copy of the Summary Report of the State Education Commission, it is announced by Guy B. Phillips, Secretary, Chapel Hill.

The names of all members which have been reported to Mr. Phillips have been submitted to Dr. W. H. Plemmons, Secretary of the Commission, who will mail the reports to board members. The Summary Report will include both majority and minority statements.

According to Mr. Phillips, the Report is being sent to board members in order that they may study it and advise their representatives in the General Assembly how they feel about the recommendations.

ing District 4 and Sanford Martin of District 5.

# THE ATTORNEY GENERAL RULES

## School Children are Required to Attend

*In reply to inquiry:* I received your letter of September 11, with reference to the question as to what school children are required to attend.

Our statute, as amended in 1947, provides that school children shall attend the school within the district in which they reside unless assigned elsewhere by the State Board of Education. It also provides that it is within the discretion of the State Board of Education, whenever it shall appear to be more economical for the efficient operation of schools, to transfer children living in one administrative unit or district to another administrative unit or district for the full term of such school, without the payment of tuition; provided, that sufficient space is available in the building of such unit or district to which said children are transferred, and, provided further, that provision as to nonpayment of tuition shall not apply to children who have not been transferred as set out in this section (G. S. 115-352.)

The State Board of Education has adopted rules and regulations about this matter and I am, therefore, sending a copy of your letter to them for such further information as they could give you with reference to your particular situation in the ..... and ..... schools. I am sure that either Dr. Erwin or Mr. Reid will be glad to advise you.—Attorney General, September 14, 1948.

## Schools Make Headlines In Daily Newspapers

Public schools come in for a major part of the news appearing in North Carolina's daily newspapers, a review of one week's clippings of this type of news indicates. Some recent headlines, this review shows, are the following:

Pay Increases for Teachers In New Budget  
Nine Jobs Are Open In System  
Board Approves School Centers  
Extra Teachers for Two Schools  
Education Commission Plans Complex Study  
Erwin Urges State Aid In Talk at Henderson  
Requests Denote Teacher Demand  
State Allots County Seven New Teachers  
Planning Group Asks \$2,400 for A Teachers  
State Lags In Teachers' Pay

## Membership in Rural Electrification Corporation

I received your letter of October 22, in which you write me as follows:

"Is it legal to use the public school fund for purchase of membership in the rural electrical membership corporation, said membership entitling the holder to vote and to hold office in the administration of the rural electrical corporation, said membership being pre-requisite according to the rules and regulations of said organization before electric service can be secured from said organization? To spend the public school fund for such purposes it would seem that, in effect, at least, we are using the public school fund for purchase of stock or interest in an organization to which the County Board of Education does not hold legal title as the law requires."

In my opinion, where the public schools need to use the services of a rural electric membership corporation for the purpose of providing power and light for school properties, it would be justified in becoming a member of the corporation by the purchase of stock or interest in the organization. It is only in this way, under our statute, that the schools could get the benefit of the use of power and light provided by these membership corporations, G. S. 117-16. This section provides that the membership corporations can render services to its members only, and I believe that the County Board of Education would, therefore, be justified in becoming a member in a case where it is necessary to secure power and light from the organization. — Attorney General, October 26, 1948.

## Liability for Boiler Explosions and Windstorms

In reply to inquiry: I received your letter of December 8, enclosing a copy of a letter from ....., Superintendent of the ..... Graded Schools, in which he writes as follows:

"Our School Board is considering the advisability of taking out boiler insurance. They asked me to write you to see what liability the schools are accountable for in regard to children and teachers. In the event of an explosion or damage caused by wind storm we are anxious to know if the school has any liability for such disasters."

The general proposition of law is that school authorities are not legally

## Member of School Committee Serving as Substitute Teacher

*In reply to inquiry:* I acknowledge receipt of your letter of October 8 enclosing a letter from Superintendent ..... of the .....

County Schools, in which he states that for some time a lady member of the ..... School Committee has been employed as a substitute teacher, but that he wonders about the legality of such procedure.

The pertinent section, G. S. 115-132, reads in part as follows:

"No person while serving as a member of any district committee shall be eligible to be elected as a teacher of any public school."

It seems that this section does not apply to a substitute teacher, since she is not elected as a teacher in the schools. It is my understanding that a teacher who expects to be absent, contacts a person qualified to teach, and upon such person being approved by the principal and/or superintendent, such person may act as a substitute teacher. The substitute is not elected, and does not serve for any particular length of time, but is permitted to supply for some time, upon a teacher being absent.

I understand that the State Board of Education contemplates that the several county boards of education and/or trustees of city administrative units should adopt rules and regulations as to the employment of substitute teachers. Of course, I do not know whether your board has adopted such a regulation or not. I think it is wise to adopt rules and regulations since it appears to me that the use of a member of a school committee as a substitute teacher in her school district is contrary to the spirit of the pertinent statute.—Attorney General, October 16, 1948.

liable for injuries received by persons on account of the explosion of a boiler or from a wind storm. As to boiler explosions, the public schools and the authorities conducting them are not liable in tort action, as would be the case of a non-governmental agency.

Injuries caused by wind storms are considered generally to be acts of God or *vis major*, for which there is no legal liability on account of ownership of the property damaged.—Attorney General, December 10, 1948.



## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, Jan. 1944)

Approximately 475 schools have been approved and consequently aided financially in serving more than 1,250,000 lunches from September, when the program began, to the middle of December, when this publication went to press.

H. Arnold Perry, Associate in the Division of Instructional Service of the State Department of Public Instruction, has been granted the degree of Doctor of Education by Columbia University.

Nathan H. Yelton, comptroller for the State Board of Education, was ordered to report to Fort Custer, Michigan, on December 26 for active duty in the armed services.

A series of institutes in which demonstrations will be given in wartime physical fitness to the high schools of the State was recently announced by Dr. J. Henry Highsmith, Director of the Division of Instructional Service for the State Department of Public Instruction.

### 10 Years Ago

(N. C. Public School Bulletin, Jan. 1939)

The offices of the State Department of Public Instruction including the State Textbook Commission were moved just before Christmas to the third floor of the State Office Building, newly completed granite structure at the northwest corner from the Capitol square.

Lieutenant-Governor W. P. Horton appointed the following Senate Committee on Education: Folger, chairman, Umstead, Boyette, Rodman, Corey, Eagles, Lumpkin, Larkins, Sutton, Blythe, Ballentine, Gibbs, Price, Taylor, Smith, Gray, Separk, Gardner, Austin, Hughes and Belamy.

Due to ideal weather conditions this school year school attendance has been unusually good throughout the State.

Governor Clyde R. Hoey opened the second annual meeting of the North Carolina Adult Education Council in Raleigh on December 7th.

In response to Mr. Erwin's request that school superintendents report names of their illiterate school patrons, 18,843 names were sent to Mrs. Elizabeth C. Morriss before January 1st.

Vocational agriculture is now being taught by 393 teachers in 393 schools located in 85 counties.

## Join the MARCH OF DIMES



### Ewing Announces Revival of Committee on Negro Education

Revival of the National Advisory Committee on the Education of Negroes was announced recently by Federal Security Administrator Oscar R. Ewing. Recommendation for reactivation of the Committee was made by Acting Commissioner of Education Rall I. Grigsby, who said that Dr. Ambrose Caliver, Office of Education Specialist for Higher Education of Negroes, will again direct the Committee's activities.

The National Advisory Committee on the Education of Negroes first was organized in 1930 to advise the Office of Education on special problems of Negroes, to interpret needs of Negroes to the office, and to communicate Office of Education plans and programs to persons especially concerned with Negro education.

Acting Commissioner Grigsby pointed out that revival of this Committee, with inter-racial personnel, is deemed advisable in light of increased interest in educational opportunities and activities for Negroes throughout the United States. Twenty-six leaders in different fields of educational endeavor form the Committee's membership. The majority of the members were nominated by officers of major educational associations. Membership will be on a rotating plan, about one-third of the personnel retiring each year in favor of newly-appointed members.

## MAKING TODAY'S NEWS

### Looking To The State

Hardly a week passes in our continuous scanning of North Carolina newspapers that some grand jury strictures upon the deplorable condition of school facilities do not come under our purview.

Latest in the long line appears currently under a Lenoir dateline with the Caldwell County grand jury reporting to Judge J. Will Pless, Jr., in Superior Court.

Extracts from the report, we think, will prove most effective if left to write their own editorial: The Valmead elementary school building is "apparently in a dangerous condition" through the weakening of structural members by termites and rot. The brick walls of the building show signs of bulging and shifting. . . . The water supply at the Happy Valley high school falls about 11 a.m., and pupils cannot obtain water during the lunch hour. . . . Fire extinguishers are either not provided or are insufficient in number at several schools. . . . Teachers and children at Kings Creek high school on occasion suffer illness caused by the odor from a near septic tank. . . . The Dulatoun school for Negroes has 52 pupils in the single-room building. . . . No water is provided at Bushtown and Kings Creek schools for Negroes.

We might go on with such extracts, but surely those already reproduced are sufficient to drive home to a disturbed State what we are talking about. These are the school buildings, mind you, to which the State of North Carolina says through its compulsory attendance act its citizens must send their children. Yet, regardless of the physical condition of these schools, their defects and deficiencies, the menace which they may offer to health, limb and even life, there is little, if anything, that the State can do, under the existing set-up, to assure basic decencies or fundamental safeguards. It is the local units, in which responsibility for physical facilities is vested, which cannot or will not remedy these deplorable conditions which keep piling up on our collective conscience.

Has it not reached, even overreached, the point where the power, the resources and the enlightenment of the whole State must take over in decency's and education's name? The time has come, though, not for questions but for affirmations.—Greensboro News.

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# NORTH CAROLINA PUBLIC SCHOOL

... Published Monthly by the State Department of Public Instruction ...

# Bulletin

FEBRUARY, 1949

RALEIGH, NORTH CAROLINA

VOL. XIII, No. 6

## Student Bus Drivers Have Fewer Accidents

Student school bus drivers have fewer accidents than adult drivers according to North Carolina's experience during recent years, a tabulation made by the Division of Transportation of the State Board of Education shows.

The tabulation covers the school years 1941-42 to 1945-46. During that period all school bus drivers were involved in 461 accidents, an average of 92 accidents per year for an average of 4800 drivers employed.

Student bus drivers, the study shows, represented 83.37 per cent of the total number, or an average of 4,002 per year. These drivers were involved in a total of 349 accidents during the five-year period, approximately 70 per year or 75.7 per cent of the total accidents.

The 798 adult drivers employed on an average each year, on the other hand, were involved in 112 accidents during the same period, approximately 22 each year or 24.3 per cent of the total accidents.

## Curriculum Committee Outlines Work

The State Curriculum Committee for Health, Physical Education and Safety at a recent meeting adopted working policies in its approach to the preparation of a new course of study. The Committee also adopted the following outline as a guide in developing the 3-area program of health, physical education and safety:

**Health:** Education for Family Living, Control of Communicable Diseases and Sanitation, Direction and Correction of Defects, Mental Hygiene, and Community Health and Personal Hygiene.

**Physical Education:** Rhythms, Games, Sports, Stunts and Tumbling, Aquatics, and Outing Activities.

**Safety Education:** The School and Safety Education, School Accidents, Accidents in Rural Living, Accidents in Urban Living, Home Accidents, Industrial Accidents, Traffic Accidents, and Check Lists of Safety and Safety Education.

## Gov. Urges Higher Teacher Pay, State Building Aid and Higher Education Survey

A \$2400 minimum salary for A-grade teachers, State aid to counties for the construction of school buildings and a careful survey of the State's system of higher education with respect to the advisability of establishing junior colleges were the chief specific recommendations concerning education urged by Governor W. Kerr Scott in his inaugural address.

The governor also called attention to the \$35,000,000 in additional funds which have been requested by the State Board of Education for the operation of the public schools and to the Report of the State Education Commission. According to the Governor, "the question is not whether we need to increase our expenditures for public schools, but how far we can afford to go—or not to go." With reference to the Report of the Education Commission, he said: "I commend the members of the Commission and those who helped make this report possible, and I recommend it to this Legislature as a chart to our educational future."

On teacher pay Governor Scott said: "I urge the General Assembly to take positive action toward improving and enlarging teacher personnel by increasing teacher pay. I favor a minimum salary for A-grade teachers of \$2,400 and increments to encourage better qualified teachers to remain in the service. I feel that this is imperative to make the teaching profession attractive to the kind of people needed in it."

As to State aid in the construction of school buildings, the Governor said: "I recommend that the Legislature give consideration to the establishment of a system of State aid to counties for the construction of school buildings."

If Federal aid is provided for either or both of these purposes and a need for a special session of the General Assembly is necessary in order that North Carolina might participate in such funds, the Governor declared that he would not hesitate to call it.

In recommending a survey of the State's higher institutions, the Governor

indicated that we may need to develop a system of junior colleges in order to improve that field of public education and to enlarge our present facilities.

## Survey Shows One-Third Bus Routes Paved

One-third of the school bus route mileage in North Carolina is paved, it is revealed in a survey made by Charles Ross, Director of the Rural Research Project.

Total road mileage for the State, according to the survey, is 62,939.2. Bus routes cover 41,814.79 miles of this total. And of the total bus route mileage 13,973.54 miles are paved. This leaves a total of 27,841.25 miles of unpaved bus routes.

Paved roads are either concrete or asphalt. In the study, mileage under contract or construction was counted as paved.

Percentage of bus route mileage paved varies in the counties from 18.3 per cent in Mitchell to 57.6 per cent in Currituck. In addition to the 191.1 miles of bus routes paved in Mitchell, 156 miles are surfaced with crushed stone.

The 13,973.54 miles of bus routes which are paved are divided according to use by number of buses as follows: one bus 5,268.53 miles; two buses 4,503.52 miles; three buses 2,233.52 miles; and four or more buses 1,967.97 miles.

## Features

	Page
Governor Urges Higher Teacher Pay, etc.....	1
Superintendent Erwin Says.....	2
A Solution Needed.....	3
Budget Commission Recommends Appropriations for Public Schools.....	6
Federal Office Praises State's Transportation Purchase Plan..	11

# *Superintendent Erwin Says . . .*

This is the third year that the High School World Peace Study and Speaking Program has been conducted by the Extension Division of the University of North Carolina. During the first two years of this period 392 high school programs were conducted. Approximately 8000 students competed in the preliminary contests and 2000 of these prepared speeches which were delivered to adult audiences totaling 200,000.

As State Superintendent I have endorsed this Program because I believe it offers one of the best methods of stimulating interest in World Peace. I am convinced that the most substantial contribution that can be made to the development of right attitudes toward World Peace will be made among young people. Participants acquire a broader and deeper understanding of current world problems. Then, too, high schools as community centers are in position to lead public thinking in their respective areas.

In addition to these higher values in working toward a just and lasting peace, participating students receive training in analyzing material, in writing, and in delivering speeches. The Program is designed to be used as supplementary or parallel work in connection with regular high school courses, such as English, Public Speaking, Modern History, Social Studies, and other subjects.

The General Assembly of 1947 passed a Resolution commending the Program and all those responsible for it as well as those citizens who have assisted in the success of the movement. Former Governor Cherry endorsed it with the hope that it would "inspire keener public thinking in our several counties." The North Carolina Bar Association, the North Carolina Congress of Parents and Teachers, the North Carolina Federation of Women's Clubs, and many civic, religious and educational organizations have also approved the Program.

I hope this year even more high schools and even more students will participate in this worthwhile undertaking. The Program subject "What is the Responsibility of the United States in World Affairs?" should challenge the thinking of everyone.

## **NORTH CAROLINA PUBLIC SCHOOL BULLETIN**

**VOL. XIII, No. 6**

**February, 1949**

**CLYDE A. ERWIN**  
State Superintendent of Public Instruction

### **EDITOR:**

**L. H. JOBE**  
Director, Division of Publications



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# *Editorially Speaking*

## **A Solution Needed**

Many of the State's county and city school units find themselves caught in the pincers of too much inflation and too little taxing power. Consequently, they are unable to erect the school buildings which are sorely needed in order to provide the educational opportunities guaranteed the youth of this State.

In its report to the General Assembly now in session, the Advisory Budget Commission refused to recommend that State funds provided under the present tax structure be appropriated for a school building program. In fact, the Commission felt that it would be unwise for the State to embark upon such a program.

Assuming for the sake of argument that it is "unwise for the State to embark upon a program of State aid for school buildings within the framework of the present State tax structure," the BULLETIN is of the opinion that the matter, therefore, should not be closed. We are facing a real situation. A survey has disclosed the need for more than \$150,000,000 worth of school construction. Because of this lack of school facilities, boys and girls are not receiving an equal opportunity to share in those benefits which are provided by the State in its efforts to support the operation of the public schools.

The members of the General Assembly are representatives of the people. They were elected by the people. The schools belong to the people. It is incumbent upon the General Assembly, therefore, to find a solution to this problem.

## **Our Statistics**

In every issue of this publication we present one or more tables of statistics. The center spread study, pages 8 and 9, of each number concerns one phase of the public schools, with tables giving statistics on the subject considered for the county and city administrative units. On other pages tables of pertinent and important statistics are presented.

In printing these statistical data, it is our purpose to make available the very latest information from both official records and from what we believe to be authoritative surveys.

## **45 Cents a Day**

Forty-five cents a day—that is what it cost to educate each North Carolina pupil in average daily attendance in 1945-46. Currently, this cost is nearer 65 cents, but we are giving the amount for 1945-46 in order to make comparisons with the nation as a whole and with other states.

Only five states spent less per day per pupil than was spent in North Carolina. These were South Carolina, 43 cents; Alabama, 40 cents; Arkansas, 40 cents; Georgia, 36 cents; and Mississippi, 28 cents. The average for the nation was 77 cents. States spending more than \$1.00 a day were Montana, \$1.23; New Jersey, \$1.17; New York, \$1.16; Washington, \$1.03; and Massachusetts, \$1.02.

All of these amounts are relatively low when compared with other professional services purchased. The only difference is the frequency of the purchase of educational services. In the latter case, too, the people co-operate in the employment of teachers and other school personnel in order to get these services cheaper. The trouble has been that too much emphasis has been on cheapness, rather than upon efficient and adequate services which meet the needs in the various communities of the State.

Forty-five or 65 cents a day is not a criterion of what is needed in an adequate school program. Rather, the educational needs should be determined and then the necessary facilities and personnel to meet these needs should be provided. Children only pass through the public schools one time. Their opportunity, therefore, must be at the point at which they pass if they are to be benefitted, and costs are largely secondary to the educational process.

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We hope that this type of information is useful to you as a school administrator, or as one intensely interested in the operation of the public schools. We hope also that you who have need for such data will keep the various numbers of this publication on file for future reference. Back numbers are available in case you did not receive or have misplaced any issue.

# SCHOOL BUS CENSUS

as Compiled by Bus Transportation

December 31, 1947

	No. of Schools Using Buses	No. of Children Carried Daily	No. of All Vehicles in School Operation	Cost of Pupil Transporta- tion Year
Census Total.....	42,939	4,951,994	103,296	\$130,613,256
1. Connecticut.....	c 169	46,761	1,019	a 1,380,000
2. Maine.....	400	36,792	1,178	130,000
3. Massachusetts.....	351	79,090	1,075	1,450,000
4. New Hampshire.....	650	13,747	719	625,000
5. Rhode Island.....	c 140	c 10,171	c 127	347,505
6. Vermont.....	461	8,463	868	300,000
7. Delaware.....	a 73	10,799	226	351,755
8. District of Columbia <sup>1</sup> .....	4	140	9	24,500
9. Maryland.....	634	86,119	1,154	2,615,000
10. New Jersey.....	f 468	45,166	1,630	3,094,961
11. New York.....	4,250	224,950	5,475	*9,500,000
12. Pennsylvania.....	*1,700	*250,000	*4,500	6,142,000
13. Alabama.....	a 1,466	228,667	3,018	4,200,000
14. Florida.....	972	98,678	1,521	2,253,307
15. Georgia.....	c 159	200,179	2,871	4,200,000
16. North Carolina.....	1,084	336,916	4,832	3,700,000
17. South Carolina.....	f 800	82,051	1,716	2 2,385,985
18. Virginia.....	*1,411	219,330	2,520	3,985,561
19. Illinois.....	1,500	54,532	1,651	1,800,000
20. Indiana <sup>2</sup> .....	a 975	229,855	5,679	7,338,737
21. Iowa.....	950	120,000	11,113	4,500,000
22. Kentucky.....	a 1,057	122,514	1,725	2,500,000
23. Michigan.....	700	105,753	2,000	3,300,000
24. Ohio.....	*1,500	*300,000	*6,500	*8,500,000
25. West Virginia.....	1,371	136,201	1,272	2,275,000
26. Wisconsin.....	2,300	38,000	1,283	1,202,540
27. Arkansas.....	5a 818	78,592	2,202	3,000,000
28. Louisiana.....	680	150,589	2,669	3,461,380
29. Mississippi.....	1,200	149,067	a 3,800	3,226,915
30. Missouri.....	672	110,580	a 2,346	2,000,000
31. Oklahoma.....	850	105,292	2,903	3,393,788
32. Tennessee.....	2,020	152,594	1,652	3,043,000
33. Texas.....	*2,500	346,051	7,704	*12,000,000
34. Minnesota.....	626	99,188	2,954	3,500,000
35. Montana.....	349	14,613	536	356,798
36. North Dakota.....	5 1,425	17,172	300	838,916
37. South Dakota.....	b 100	10,184	b 312	b 367,379
38. Colorado.....	1,973	29,182	*1,111	763,801
39. Kansas.....	240	90,960	422	804,372
40. Nebraska <sup>3</sup> .....	150	8,000	311	550,000
41. Wyoming.....	190	13,661	659	770,000
42. Arizona.....	5 225	22,936	*324	800,000
43. California <sup>4</sup> .....	5 1,028	215,984	2,461	4,757,627
44. Nevada.....	26	3,329	81	57,433
45. New Mexico.....	300	30,000	957	1,700,000
46. Utah.....	7 497	35,268	436	875,000
47. Idaho.....	577	30,836	689	1,029,775
48. Oregon.....	525	37,825	*915	1,900,000
49. Washington.....	423	114,427	1,871	3,215,291

This tabulation covers both State- and school-owned buses, and buses operated under contract for schools by private carriers. Bus Transportation's "estimated total" allows for the deduction of approximately 4,000 common-carrier buses which are used only part time in school operation, and cannot properly be classed as school buses.

Note: All figures are from the 1947-48 or 1946-47 school years except those indicated by (a) 1945, (b) 1944, (c) 1943, (d) 1942, (e) 1941, (f) 1940, (g) 1939.

\*Figures estimated by State.

<sup>1</sup> District of Columbia transports only physically handicapped children.

<sup>2</sup> State only.

<sup>3</sup> Excludes Baltimore City.

<sup>4</sup> State costs only.

<sup>5</sup> Districts.

\* Represents only schools applying for State aid.

<sup>†</sup> Total schools (some may not transport pupils).

## Committees on Education

*Senate:* Pittman, chairman, Richardson, Larkins, Currie, Barnhardt, Blythe, Rodman, Gibbs, Gass, Rankin, Rowe, Pate, Hester, Long, Weathers, Phillips, Webb, Eagles, Hodges, Perry, Talton, Winslow, Whitley, Dearman, Peterson.

*House:* Edwards of Greene, chairman; Taylor of Buncombe, vice-chairman; Harris, Alexander, Allen of Wake, Arnold, Averitt, Barker, Blackwell, Branch, Brown, Bunn, Collier, Cooper, Mrs. Craven, Doughton, Edwards, of Durham, Eggers, Mrs. Erwin, Falls, Floyd, Fountain, Garland, Goble, Greene, Harding, Hayman, Hocutt, Horton, Kearney, Kerr, Kilpatrick, Kirkman, Kiser, Leatherman, Little of Alexander, Little of Wake, Massey, Matheson, Noble, Page, Powell of Columbus, Pritchett, Scott, Smith, Story, Taylor of Wayne, Umstead, Venters, Woodard.

## Library of Congress

### Sponsors Essays

The Library of Congress will sponsor a series of 16 "extended essays" dealing with aspects of American civilization in the twentieth century.

Individual volumes will discuss The American People; Scientific Basis of Our Civilization; American Home; Safeguarding the People's Health; Changing Patterns of American Industrialism; The American Farmer; The Labor Movement; Changing Political Institutions; Democracy, Nationalism and the Military Arm; American Literature and Literary Criticism; The Fine Arts; American Education; Dissemination and Discussion of the News; The American Motion Picture; American Scholarship; and Faith and Philosophy.

"The volumes will be directed toward the intelligent lay reader and will avoid technical language," the Library of Congress said. "In view of the very great emphasis on the problems of our civilization in American universities, it is assumed that these volumes will make an especial appeal to university audiences. The volumes are not to be detailed monographs but rather extended essays of from 75,000 to 100,000 words each."

The series will be edited by Ralph Henry Gabriel, Professor of History at Yale University. Professor Gabriel has served as General Editor for the fifteen-volume series *The Pageant of America*, 1926.

## Budget Commission Refuses Request For Building Aid

With the statement "that it would be unwise for the State to embark upon a program of State aid for school buildings within the framework of the present State tax structure," the Advisory Budget Commission refused to recommend funds for that purpose. The State Board of Education had requested a permanent improvement fund appropriation of \$50,000,000 for State aid for school buildings.

The Commission based its refusal to recommend State aid for this purpose on that part of the Report of the State Education Commission, which proposed three methods of providing State aid for school buildings: (1) a continuing annual appropriation; (2) an emergency grant from the State's surplus; and (3) expansion of the loan fund from the State's surplus. The Education Commission stated that "The second plan alone would not solve the school building problem because only half of the urgent need for school buildings could be provided for even if all the State's surplus were appropriated for this purpose."

"Under these circumstances," the Budget Commission thought it unwise to commence a new public service on a temporary basis, and so "cannot recommend increased taxation for school purposes at the State level at this time."

The Budget Commission also refused to recommend funds for the purchase of original buses. The State Board of Education requested \$1,400,000 and \$700,000 for each year of the biennium for this purpose.

## Board Authorizes Contracts For New Supplementary Texts

The State Board of Education authorized its secretary, State Superintendent Clyde A. Erwin, to enter into negotiations with publishers for making contracts for furnishing supplementary texts to the schools in accordance with a list of recommended books recently prepared by a committee from the Department of Public Instruction headed by Dr. J. Henry Highsmith, Director of the Division of Instructional Service.

A number of titles have been recommended, but adoptions will depend upon compliance with North Carolina requirements. Superintendent Erwin stated. When negotiations have been completed, the new titles will be added to the present list and made available to schools.

## School Operation Cost \$77 Million in 1947-48

Cost of operating the public schools in 1947-48 amounted to \$77,555,705, it is revealed in a recent tabulation of school expenditures prepared by the Office of the Controller of the State Board of Education.

Of this total cost, the tabulation shows, \$60,598,109, or 78.13 per cent, came from State sources whereas \$16,957,596 represented a total of amounts county and city units expended from local and Federal funds. In addition to the nearly \$17,000,000 spent for

school operation, the local units also spent \$11,256,835 for capital outlay purposes and \$3,860,766 for debt service obligations. This latter amount is the repayment of borrowed money, in the main for loans and bonds. The total annual expenditure of real money, therefore, was \$81,416,471. On the other hand the cost of services and facilities not including debt service was \$88,812,540.

The accompanying table indicates the objects to which State and local funds were made:

	State	Local*	Total
General Control.....	\$ 1,405,278	\$ 611,808	\$ 2,017,086
Instructional Service.....	49,807,413	7,279,844	57,087,257
Operation of Plant.....	2,929,739	902,782	3,832,521
Maintenance of Plant.....		3,934,020	3,934,020
Fixed Charges.....	21,624	1,154,264	1,175,888
Auxiliary Agencies.....	6,434,055	3,074,878	9,508,933
Total Current Expense.....	\$60,598,109	\$16,957,596	\$77,555,705
Capital Outlay.....		11,256,835	11,256,835
Total C. E. and C. O.....	\$60,598,109	\$28,214,431	\$88,812,540
Debt Service.....		3,860,766	3,860,766
Total C. E. and D. S.....	\$60,598,109	\$20,818,362	\$81,416,471

\* Includes about \$7,000,000 in Federal funds.

## Senators Introduce Bi-Partisan Bill To Provide Federal Aid to Education

A bill enabling the federal government to participate in the financial support of schools was recently introduced in the United States Senate by Senator Elbert D. Thomas, Democrat, of Utah. Support for the measure, which in the same form was adopted by the Senate in the 80th Congress by a vote of 58 to 22, is bi-partisan. The new bill is S246.

The following members of the Senate joined Senator Thomas in sponsoring the legislation:

Dennis Chavez, (D) New Mexico  
Allen J. Ellender, (D) Louisiana  
Lister Hill, (D) Alabama  
J. Howard McGrath, (D) Rhode Island  
James E. Murray, (D) Montana  
Claude Pepper, (D) Florida  
George D. Aiken, (R) Vermont  
Irving M. Ives, (R) New York  
H. Alexander Smith, (R) New Jersey  
Robert A. Taft, (R) Ohio  
Charles W. Tobey, (R) New Hampshire  
Russell B. Long, (D) Louisiana  
Mathew M. Neely, (D) West Virginia  
Senator Taft, who introduced the bill

in the last Congress, endorsed the new bill in behalf of the Republican sponsorship.

The amount involved is \$300,000,000 per year for the purpose of helping the states, particularly those in greatest need, to provide schools for all children and to help equalize educational opportunity by setting up a minimum foundation school program. The bill seeks to provide for every child in the United States an expenditure of no less than \$50 per year for education.

In accordance with the terms of the new federal aid bill, no state will receive less than \$5 for each child of school age. The moneys appropriated are to be issued by the Federal Treasury to the state treasuries and expended at the direction of the educational officials of the respective states. Allocation of the funds to the states will be directly in proportion to the number of children to be educated and in inverse proportion to the wealth of the state. In states where schools are maintained for separate racial groups, such schools will receive federal funds in proportion to the ratio of the minority groups to the total population of the state.



## Erwin to Address Educational Editors

State Superintendent Clyde A. Erwin will be the principal speaker at the Philadelphia meeting of the Educational Press Association on March 29. It is announced by Dr. Walter Cocking of *The School Executive*. Other meetings of E. P. A., announced by Arthur Rice, president, will be held in San Francisco on February 21 and in St. Louis on March 1.

"I am inviting Clyde Erwin, State Superintendent of Public Instruction of North Carolina, and president of the National Council of Chief State School Officers, to be the speaker and to discuss with us Federal and state school legislation in 1949," said Dr. Cocking.

## Health Association Holds Convention

The Southern District Convention of the American Association of Health, Physical Education and Recreation will be held from the 23rd to the 25th of this month at the Battery Park Hotel in Asheville.

Charles E. Spencer, Co-director of the Division of School-Health Co-ordinating Service, is convention manager.

A number of outstanding speakers have been secured for the program. In addition demonstrations including square and social dances will be presented.

## A Competent Teacher

He is a person of character, intelligence, and outstanding personality—

A person possessing a general background of liberal academic training—

A person intellectually trained in the fields of subject matter that he teaches —

A person who knows the history, philosophy, organization, purposes, materials, and methods of education at the various levels of instruction—

A person who knows how children grow, develop, and learn—

A person who has served an apprenticeship in a laboratory of children in a professional college of education, and has demonstrated competence.—E. B. Robert, Dean, College of Education, Louisiana State University.

# Budget Commission Recommends Appropriations for Public Schools

State appropriations for public schools for the biennium 1949-51 are presented in The Budget Appropriation Bill which was introduced in both houses of the General Assembly on January 13. Amounts recommended for 1949-50 as compared with estimated expenditures for 1948-49 are given below:

	1948-49	1949-50
Support of Nine Months Term .....	\$ 61,633,597	\$ 77,487,494
State Board of Education .....	109,220	178,725
Vocational Education .....	1,615,084	2,391,902
Purchase of Free Textbooks .....	739,348	900,000
Vocational Textile Training School .....	12,872	41,936
Purchase of School Buses .....	1,817,923	2,040,000

Recommendations of the Budget Commission as to the Nine Months School Fund for 1949-50 as compared with requests of the State Board of Education are as follows:

General Control:	Requested	Recommended
Salary—Superintendents .....	\$ 1,042,920	\$ 1,008,416
Travel—Superintendents .....	70,000	66,500
Salary—Clerical Assistants .....	671,850	520,000
Office Expenses .....	87,000	87,000
County Boards of Education .....	10,000	10,000
Attendance—Salaries .....	354,000	.....
Travel .....	70,800	.....

Total General Control .....	\$ 2,306,570	\$ 1,691,916
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Instructional Service:	Requested	Recommended
Instructional Salaries .....	\$ 83,224,170	\$ 63,832,256
To Reduce Teacher Load .....	4,285,200	2,000,000
Instructional Supplies .....	600,000	500,000
Supervision—Salaries .....	500,000	.....
Travel .....	75,000	.....
Principals—Clerical Assistance .....	638,820	.....

Total Instructional Service .....	\$ 89,323,190	\$ 66,332,256
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Operation of Plant:	Requested	Recommended
Wages: Janitors .....	\$ 2,195,700	\$ 2,026,800
Fuel .....	1,275,000	1,275,000
Water, Lights and Power .....	375,000	375,000
Janitors Supplies .....	313,000	313,000
Telephones .....	28,000	28,000

Total Operation of Plant .....	\$ 4,156,700	\$ 4,017,800
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Fixed Charges:	Requested	Recommended
Compensation School Employees .....	\$ 14,000	\$ 14,000
Reimbursement for Injuries to School Children .....	14,000	14,000

Total Fixed Charges .....	\$ 28,000	\$ 28,000
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Auxiliary Agencies:	Requested	Recommended
Transportation of Pupils .....	\$ 4,867,022	\$ 4,527,522
School Libraries .....	330,000	330,000
Child Health Program .....	550,000	550,000

Total Auxiliary Agencies .....	\$ 5,747,022	\$ 5,407,522
Printing .....	10,000	10,000

GRAND TOTALS .....	\$101,601,482	\$ 77,487,494
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As these figures show, the State Board requested funds for several items for which at present no appropriation is made—attendance, supervision, clerical assistance for principals, and a child health program. There is also included in the amount requested for Transportation of Pupils an item of \$108,000 for gasoline bulk storage tanks. The Commissioner recommended the appropriation requested for only one of these new items, the child health program. Substantial increases were recommended for most other items, in many instances the amounts requested by the Board.

## Appropriations for Public Schools

Fiscal Year 1933-34	\$ 15,524,388
Fiscal Year 1934-35	16,749,701
Fiscal Year 1935-36	20,355,164
Fiscal Year 1936-37	22,262,732
Fiscal Year 1937-38	23,950,343
Fiscal Year 1938-39	25,135,352
Fiscal Year 1939-40	26,258,657
Fiscal Year 1940-41	27,745,410
Fiscal Year 1941-42	28,852,584
Fiscal Year 1942-43	31,234,704
Fiscal Year 1943-44	38,569,351
Fiscal Year 1944-45	39,922,928
Fiscal Year 1945-46	47,158,449
Fiscal Year 1946-47	54,788,381
Fiscal Year 1947-48	62,655,102
Fiscal Year 1948-49 (Estimated)	65,928,444
Requested for Fiscal Year 1949-50	109,072,636
Requested for Fiscal Year 1950-51	111,450,034
Recommended for Fiscal Year 1949-50	83,040,057
Recommended for Fiscal Year 1950-51	84,481,470

## General Motors Announces Training Program

General Motors Institute, central training agency for General Motors, has announced its Auto Mechanics Teacher Training Program in two sections for the summer of 1949. The courses, for college and high school instructors of auto mechanics and service subjects, will run from June 27 to July 23 and from July 25 to August 20.

Throughout the program current models of Chevrolet, Pontiac, Oldsmobiles, Buicks, Cadillacs, GMC Trucks and Detroit Diesel engines are available for use as instructional aids and trips to General Motors plants and laboratories are so co-ordinated as to make them an integral part of the program.

Particular attention will be paid to Dynaflo and Hydramatic transmissions and late developments in such things as instruction methods and procedure; car and truck specifications and adjustments; gasoline and Diesel engines; bodies; maintenance tools and procedures; service operation and equipment and the automobile business and vocational guidance.

Application for enrollment may be obtained by writing to the Registrar, General Motors Institute, Flint, Michigan.

As to its recommendation for teachers' salaries the Commission stated, "Instructional salaries for the present teachers are recommended to be increased from \$52,321,522 for 1948-49 to \$63,832,256 for 1949-50 and \$65,108,890 for 1950-51. The urgent need for greater appropriations by all services have necessitated the deletion of certain desirable and clerical assistance for principals from the recommendations. It is recognized that these functions are very important and desirable but it is felt that the present services must be more adequately provided for before many additional services may be undertaken."

## Students Not To Have GED Credit For Peacetime Service

Students who have entered military service in peacetime are not to be given credit for the General Educational Development Test, according to a recent recommendation of J. Henry Highsmith, Director, Division of Instructional Service, State Department of Public Instruction.

This recommendation was made, Dr. Highsmith states, after attention was called to the fact that many students were dropping out of school to enter military service. And since no student is drafted as long as he is successfully pursuing a high school course until he graduates or reaches the age of twenty, there is no reason for permitting the GED Test in lieu of high school credits. Students entering military service prior to high school graduation may take courses offered by the United States Armed Forces Institute. Consideration should be given to these courses, Dr. Highsmith states, where they are successfully completed and properly certified.

In the case of persons who entered the military service prior to September 1945, the GED Test results may be used as heretofore.

## Board Adopts New Upper Grade Readers

A new 3-book series of basal readers was adopted by the State Board of Education on January 13. These new readers are published by Scott, Foresman and Company and are entitled *Times and Places* for the fourth grade, *Days and Deeds* for the fifth grade and *People and Progress* for the sixth grade. They replace reading texts published by Lyons and Carnahan for the same grades. The new texts will go on the free textbook list and will gradually replace the present texts beginning this fall.

## State Changes Plan of Allocating Commodities

The plan of distributing commodities for use in the school lunch program by the Department of Agriculture has been changed beginning with the New Year, it is announced by Jay P. Davis, Marketing Specialist.

Instead of depending upon superintendents to make a prorata allocation of commodities to the schools, Mr. Davis announces, the quantity of the commodity being distributed for each school will be furnished to the superintendent. A list of schools and quantity of the commodity allocated will be sent to each superintendent who will obtain the signature of the school's representative indicating receipt of the commodity.

## Massachusetts Pays H. S. Principals

Massachusetts pays its high school principals annual salaries ranging from \$2500 to \$8030, an article in the Massachusetts Educational News for December discloses.

The average annual salary now paid Massachusetts high school principals is \$4,394. "There were 12 principals with salaries of less than \$3,000, 80 between \$3,000 and \$3,999, 75 between \$4,000 and \$4,999, 61 between \$5,000 and \$5,999, and 16 over \$6,000." These figures are based upon reports from 244 of the 258 principals in Massachusetts.

In North Carolina salaries paid high school principals range from \$2,160 to \$4,560 for ten months service. This is based upon the State schedule. In a few instances principals receive supplementary amounts from local funds. The average paid the 893 high school principals in 1947-48 from State funds was \$3,327.55.

Year	Schools Served	Vehicles Used	Miles per Route	Pupils Trans-ported	Operating Costs†	Annual Cost per Pupil	Outlay Costs*
1921-22	1,228	1,228	40,667	20,359	\$23,884.45	\$13.99	\$248,389.49
1922-23	1,318	1,318	41,574	21,551	25,742.22	13.35	310,933.11
1923-24	1,399	1,399	40,667	22,925	25,742.22	11.23	267,132.45
1924-25	1,809	1,809	40,667	69,295	39,941.69	14.35	477,132.45
1925-26	2,217	2,217	51,869	177,923	1,306,719.92	14.93	552,911.38
1926-27	2,217	2,217	51,869	177,923	1,306,719.92	14.93	552,911.38
1927-28	2,217	2,217	51,869	177,923	1,306,719.92	14.93	552,911.38
1928-29	1,938	1,938	73,823	136,580	1,676,411.68	12.24	663,454.98
1929-30	1,938	1,938	73,823	136,580	1,676,411.68	12.24	663,454.98
1930-31	1,118	3,716	185,662	165,282	1,925,282.99	11.07	499,585.76
1931-32	1,118	3,716	185,662	165,282	1,925,282.99	11.07	499,585.76
1932-33	1,170	4,440	177,740	200,416	2,177,133.13	10.83	533,770.92
1933-34	1,218	4,440	182,700	224,741	2,177,133.13	9.13	186,383.17
1934-35	1,269	4,662	193,687	254,147	1,959,357.45	8.01	155,583.07



III. EXPENDITURES FOR TRANSPORTATION, 1946-47												
Unit	WHITE					NEGRO						
	Vehicles	Schools	Tran- sp'd	Tran- sp'd	Cost	Vehicles	Schools	Tran- sp'd	Tran- sp'd	Cost		
Andrews	5	3	593	3	8,500.00	31,123	1	126	1	1,383.00	11.00	
Asheboro	7	787	11,332.91	14,41								
Burlington	7	727	8,414.75	15,07								
Chapel Hill	344	7,506.00	2,888	3	116	2,600.00	21.55					
Cherryville	283	3,423.58	1,234	3	116	3,350.00	13.00					
Concord	4	405	4,850.00	11.97	3	116	1,100.00	3.48				
Durham	100	1,872.50	13,72		7	728.50	10.10					
Edenton	2	285	7,014.65	27.19	1	1,291.17	15.56					
Farmington	624	6,800.00	1,069	4	448	4,900.00	19.84					
Franklin	251	4,400.00	11.53	2	121	2,400.00	19.84					
Farmington	8	797	9,430.00	15.90	2	121	2,650.00	12.10				
Gaston	6	6	8,400.00	15.08	1	70	728.50	10.10				
Hamlet	1,075	12,063.81	11,22	6	15	4,900.00	9.19					
Henderson	1,428	16,608.38	11,92	1	15	1,800.00	10.00					
Hickory	1,324	3,500.00	21,65	7	11	663	2,000.00	12.43				
Hickory	327	4,835.00	11.18	1	27	300.00	9.37					
Laurens	217	4,600.00	21.20	3	143	1,400.00	9.73					
Leaksville	952	15,838.12	16.97	2	142	2,100.00	17.50					
Lincolnton	838	7,500.00	8.95	4	142	1,706.40	12.02					
Lumberton	284	2,900.00	10.21	1	79	1,431.18	18.19					
Madison	427	6,827.00	15.59	1	17	278.27	16.19					
McGreenville	322	5,252.50	25.44	1	81	925.50	11.51					
Montgomery	530	7,500.00	14.13	1	50	570.00	11.40					
New Bern	376	6,824.11	18.15	1	45	550.00	12.20					
Newport	411	10,750.00	22.75	1	378	1,200.00	10.37					
Oxford	188	2,844.14	22.15	1	81	1,211.00	15.00					
Piedmont	223	2,600.00	10.70	2	218	2,200.00	10.09					
Red Springs	325	8,600.00	16.10	1	76	1,000.00	20.27					
Roseboro	10	1,082	15,200.00	14.71	1	80	800.00	10.00				
Roanoke Rapids	215	5,500.00	29.00	1	64	977.00	15.27					
Spartanburg	180	3,483.72	24.80	1	1	9.33	13.85					
Southampton	169	2,922.10	18.26	1	415	1,575.00	10.10					
Taylorsville	576	10,800.00	18.75	2	4	4.57	10.00					
Washington	252	5,850.00	27.59	1	98	1,950.00	19.90					
Weldon	78	15,468.50	15.68	1	180	2,496.02	13.87					
Wetzelville	78	15,468.50	15.68	1	180	2,496.02	13.87					
TOTAL	239,119	19,520	255,524.07	81,715	381.50	6,250	80,155	12,827				
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# President Truman Renews Request For Federal Aid Calls Attention to Low Salaries and Inadequate Buildings

Federal financial aid to the states to help them operate and maintain their school systems was requested again by President Truman in his State of the Union message to the 81st Congress.

"It is equally (to that of inadequate medical care) shocking," the President stated, "that millions of our children are not receiving a good education. Millions of them are in over-crowded, obsolete buildings. We are short of teachers, because teachers' salaries are too low to attract new teachers, or to hold the ones we have.

"All these problems," the President continued "will become much more acute as a result of the tremendous increase in the enrollment in our elementary schools in the next few years.

"I cannot repeat too strongly my desire for prompt federal financial aid to the states to help them operate and maintain their school systems," he concluded.

The President also recommended that full departmental status be given to the agency which now administers the programs of health education and social security.

## Department Bulletins Are Popular

If the demand for the various publications issued by the Department of Public Instruction is any index, then such bulletins are very popular, according to L. H. Jobe, Director of Publications.

"We can't seem to keep a sufficient stock on hand of many of our publications," Mr. Jobe stated. At present the supply of several of our publications is exhausted, and it will be a year or longer before a revised edition is available."

Publications now out-of-print are the following: Physical and Health Education in the Elementary and Secondary Schools, Art in the Public Schools, and A Suggested Twelve Year Program. The stock of other publications is getting low.

Most recently printed publications are the Constitution of North Carolina and Educational Directory, both of which are very much in demand.

## Mrs. Glazener Succeeds Mrs. Silver on School Lunch Staff

Mrs. Ed Glazener has been appointed to succeed Mrs. Elizabeth B. Silver as assistant supervisor of the School Lunch Program, it is announced by Mrs. Anne W. Maley, State Supervisor, Mrs. Silver accepted a position as of January 1 with the Charlotte City schools.

## A Warning to Principals

It comes to you every year and usually at this time of the school year.

Some enterprising individuals not associated with bona fide educational organizations attempt every year to collect from you or members of your staff, names and information about outstanding students. It is usually stated that the names of these students will be placed in a publication similar to Distinguished Students, Who's Who in High Schools, Blue Book of Students or other publications of this nature.

Many of these past attempts to obtain names from schools have been investigated and in the opinion of the officers and members of the Executive Committee of this Association and educators generally, such enterprises serve no apparent worthy educational purposes and are usually operated by individuals for commercial gain.

Frequently, students whose names you may supply to unknown persons, while not always requested to make a cash payment, are urged to purchase a publication which contains their names. Also, these names may be distributed freely for unknown uses. We, therefore, advise you to consider carefully and cautiously all requests for names of students.

In case of doubt, your professional organization stands ready to advise you about all such enterprises. Report them promptly to this office. Clarence E. Blume, President, and Paul E. Elicker, Executive Secretary, National Association of Secondary-School Principals.

## Amount Each State Will Receive in Accordance with Provisions of SB-246

### State

Alabama	\$19,390,000
Arizona	1,750,000
Arkansas	12,390,000
California	7,260,000
Colorado	1,255,000
Connecticut	1,705,000
Delaware	285,000
District of Columbia	720,000
Florida	2,260,000
Georgia	17,745,000
Idaho	1,010,000
Illinois	7,520,000
Indiana	3,645,000
Iowa	2,505,000
Kansas	1,860,000
Kentucky	16,120,000
Louisiana	11,075,000
Maine	1,060,000
Maryland	2,135,000
Massachusetts	4,160,000
Michigan	5,980,000
Minnesota	2,820,000
Mississippi	16,985,000
Missouri	3,755,000
Montana	545,000
Nebraska	1,350,000
Nevada	135,000
New Hampshire	640,000
New Jersey	4,025,000
New Mexico	3,390,000
New York	12,010,000
North Carolina	22,825,000
North Dakota	1,655,000
Ohio	7,090,000
Oklahoma	9,195,000
Oregon	1,125,000
Pennsylvania	10,410,000
Rhode Island	720,000
South Carolina	13,855,000
South Dakota	1,445,000
Tennessee	14,785,000
Texas	18,675,000
Utah	1,535,000
Vermont	615,000
Virginia	8,070,000
Washington	1,820,000
West Virginia	10,405,000
Wisconsin	3,300,000
Wyoming	280,000

## Woman's College Announces Summer Session

Preliminary announcement of the 1949 Summer Session of Woman's College has been made by Dennis H. Cooke, Director. According to this announcement, courses will be offered for teachers, regular college students and to graduates of high schools. Both graduate and undergraduate work will be given.

## Miss Camp Approves Atlas for Large Schools Only

Hammond's New World Atlas is recommended for use only in the very large senior high school libraries which already have the starred atlases but are seeking additional materials, it is recently announced by Eloise Camp, State School Library Adviser for the State Department of Public Instruction.

## North Carolina Leads South in Number Approved Negro Schools

North Carolina has more Negro schools and colleges approved by the Southern Association of Colleges and Secondary Schools than any other state, according to the recently prepared list of such schools.

This State leads the South in having 11 colleges and 28 high schools approved by this association. Colleges approved are Johnson C. Smith University, Barber-Scotia College, N. C. College, Elizabeth City State Teachers College, Fayetteville State Teachers College, A. and T. College, Bennett College, St. Augustine's College, Shaw University, Livingstone College, and Winston-Salem State Teachers College. Only Immanuel Lutheran College, a junior college, is not approved by this Association.

The 28 high schools approved by the Southern Association are the following: Allen (Asheville), Stephens-Lee (Asheville), Jordan-Sellers (Burlington), Orange County Training (Chapel Hill), Second Ward (Charlotte), Hillside (Durham), E. E. Smith (Fayetteville), Highland (Gastonia), James B. Dudley (Greensboro), Immanuel Lutheran (Greensboro), Henderson Institute (Henderson), William Penn (High Point), G. W. Carver (Kannapolis), Lincoln Academy (Kings Mountain), Dunbar (Lexington), Carver (Mount Olive), Mary Potter (Oxford), Washington (Raleigh), Washington (Reidsville), Booker T. Washington (Rocky Mount), Joseph C. Price (Salisbury), Lee County Training (Sanford), Palmer Memorial (Sedalia), Dubois (Wake Forest), Williston (Wilmington), Charles H. Darden (Wilson), Atkins (Winston-Salem), and Dillard (Goldsboro).

The number of accredited Negro colleges and high schools in other states are as follows, the number of colleges named first: Alabama 7-15, Florida 3-7, Georgia 9-21, Kentucky 2-13, Louisiana 3-8, Mississippi 4-8, South Carolina 5-7, Tennessee 7-7, Texas 8-16, and Virginia 3-16.

## Federal Office Praises State's Transportation Purchase Plan

"Probably the best example of good purchase procedures for the whole transportation program is to be found in the State of North Carolina." This is what Dr. Glenn E. Featherston, Specialist in Pupil Transportation of the U. S. Office of Education, says in the January number of School Life, official publication of the Office.

Reasons for Dr. Featherston's giving first place in this respect to North Carolina are as follows:

"The State Board of Education sets definite specifications for the buses to be purchased and the State Purchasing Commission (Division of Purchase and Contract) sets up definite specifications for tires batteries and other supplies. The State Purchasing Commission actually purchases in one transaction all of the school buses to be used at any one time in all of the counties of the State. Bids are requested from the major distributors and the purchases made on the basis of these bids."

As an example of the savings in the purchase of buses, Dr. Featherston's article points out a recent transaction when the State bought 500 48-passenger all-steel buses on medium chassis for \$2,650 each, whereas individual purchasers in other parts of the country paid as high as \$3,500 to \$4,000 for similar quality buses.

On tires, batteries, gasoline and other supplies, contracts are made by the State purchasing agency with distributors. Each county makes its own purchases from the distributors awarded the contracts for given items at State prices. "As a result of this procedure," Dr. Featherston points out, "all counties in North Carolina were purchasing gasoline at about one-half regular retail price last year and they were purchasing other items needed in the operation and maintenance of school buses at discounts ranging from 25 to 45 per cent. The purchase procedures in use in the State are one of the important factors in making the per pupil cost of transportation in North Carolina the lowest in the Nation."

## Construction Bill

Senator Mathew M. Neely, Democrat of West Virginia, introduced a school construction bill on January 10 seeking \$100,000,000 as grants in aid for 1949-50. The bill has the support of the National Council of Chief State School Officers.

## Bulletin Gives Educational News In Other Countries

News in the field of education in the various countries of the world may be found in the Bulletin of the International Bureau of Education, Geneva, Switzerland. The following excerpts are taken from the 3rd Quarter 1948 number of the Bulletin:

*Australia.* In all States of Australia there is a high degree of centralization as far as the administration of education is concerned, but, in addition to the State schools, there are also a number of independent secondary schools.

*Bulgaria.* The length of secondary school studies has been reduced from five to four years. This has involved a new distribution of the subjects taught and a reduction in the number of subjects, chiefly obtained by abolishing the study of classical languages.

*Burma.* Mass education and universal literacy have been receiving the attention of the Burmese authorities during the past school year, 1947-48. The authorities have under contemplation a systematic drive to extend to rural areas all possible facilities for adult education and to foster and promote literacy by means of village libraries, reading circles, cultural centers, etc.

*Columbia.* A plan has been drawn up to enable school children in Columbia to benefit by the advantages of school films. Provision is being made for the special training of teachers entrusted with carrying out this educational technique.

*Czechoslovakia.* The Ministry of Education has published the new curricula for the primary and secondary schools which are valid throughout the whole territory of the Republic. The foreword introducing these new plans states that the new school is to be a political school, in other words, it shall participate in the work of the nation's reconstruction and help to defend the principles established by the Constitution and by the popular democratic regime.

*Denmark.* The Landsting has decided that school meals, which up to the present have only been distributed to needy children, shall in future be served to all school children, irrespective of their parents' income.



## Five Reasons for Federal Aid to Public Education

1. National welfare, security, and safety demand it. Not can we afford it, but can we afford not to have it. Crime is rampant and there is lack of efficiency in many areas. It is not a matter of a mere handout to some communities. It is a matter of national interest.

2. Guaranteed education is every child's birthright. Since the government has the right to reach into the most poverty-stricken home of the most backward area for a soldier, the government has the responsibility to educate him too.

3. Self-interest of the wealthiest community in the wealthiest state demands aid to communities where the children are, but not the wealth. Wealthy communities must meet their deficit of population from such communities. Their children inter-marry. It is to their self-interest to help the less favored areas.

4. It is a matter of fair play to areas with most children and least wealth. They raise people to work elsewhere.

5. A century of demonstration that you can have Federal Aid without Federal control. Land grant colleges receive Federal aid without Federal control. Vocational agriculture education receives Federal aid without Federal control. The government now pours millions and billions into other sovereign governments, much of it for education.

## Education Bills Introduced

The following public bills concerning education have been introduced at this session of the General Assembly (Annotations were prepared by the Legislative Service of the Institute of Government):

HR 2—(Joint Resolution) Introduced by Umstead and others

"Providing for the appropriation of sufficient funds to effectuate the salaries for teachers recommended by the State Education Commission and the State Board of Education." (As title indicates. Requests the Joint Appropriations Committee to include in the nine-months school fund appropriation sufficient funds to effectuate a teachers minimum salary schedule to \$2,400 per annum based on ten months service with increments of \$100 per annum for a period of twelve years, and with \$300 per annum additional for teachers holding the Master's degree.) To Education.

HR 3—Introduced by Umstead and others

"To provide an Emergency Capital Outlay Fund to be distributed to the several counties of the State as aid for school building and other capital outlay facilities." (Basing its provisions on the findings of the State Education Commission authorized by the General Assembly of 1947, provides for a \$50,000,000 appropriation from the General Fund to an Emergency Capital Outlay Fund to be available to the counties for a four-year period beginning July 1, 1949. This fund is to be used for construction of school buildings and other capital outlay facilities. The funds are to be allocated to counties by State

Board of Education, 35 per cent on per capita basis determined by 1947-48 "average daily membership" and 65 per cent on equalization basis determined by: (a) estimate of minimum building needs determined by study of State Board of Education; (b) tax paying ability of each county as determined by an objective index composed of listed factors not subject to "discretionary interpretation." No county is to participate in the 65 per cent allocation until it has provided from county sources its ratio of funds as determined by its tax-paying ability. Before allocation city and county administrative units are to make surveys of existing units, under rules of State Board of Education, and examine possible reorganization of the units, including consolidation of facilities and elimination of units, so as to put them on most efficient basis. Governing bodies of the units are to submit plans of proposed reorganization to State Board of Education for approval or modification. State Board of Education can allocate not more than one-fourth of one per cent of Fund to Division of Schoolhouse Planning for carrying out purposes of the act.) To Education.

HR 4—Introduced by Harris

"To provide a special equalization fund to be distributed to the several counties of the State as grants-in-aid for school plant construction and improvement." (Basing its provisions on the findings of the State Education Commission authorized by the General Assembly in 1947, provides that \$40,000,000 be appropriated from General Fund to A School Plant Construction and Improvement Fund, to be allocated to the counties as grants-in-aid for school plant construction and improve-

ments by the State Board of Education under regulations to be prescribed hereafter by this Session of the General Assembly.) To Education.

SB 11—Introduced by Ailsbrook

"To amend G. S. 153-77 so as to authorize the construction of additional school facilities." (Adds to the special purposes for which county bonds may be issued and taxes levied, the erection and purchase of homes for county superintendents of public instruction.) To Education.

SB 17—Introduced by Simms and Ailsbrook

"Providing for increases in salaries of superintendents, principals and teachers in the public schools for the school term 1948-49." (Sets salaries of superintendents, principals and teachers for school year 1948-49 at minimums recommended to General Assembly of 1949 by State Education Commission, and appropriates from General Fund amount necessary to carry out this supplement to existing appropriations. Commission recommended a minimum beginning salary of \$2,400 for teachers with standard certificates, \$4,200 for superintendents, and for principals recommended that the salary be on same scale as that for a teacher holding the master's degree plus \$300 annually for the first five teachers under his supervision with a decreasing allowance for every additional five teachers up to a maximum of \$5,000.) To Appropriations.

HB 34—Introduced by Snow and Morris

"Providing for increases in salaries of superintendents, principals, and teachers in the public school for the school term 1948-49." (Identical with SB 17.) To Appropriations.

HB 41—Introduced by Cooper

"Providing for increases in salaries of superintendents, principals and teachers in the public school for the school term 1948-49." (Identical with SB 17, also identical with HB 34.) To Appropriations.

## University Announces 1949 Summer Session

The University of North Carolina Summer Session (Chapel Hill) will be operated in 1949 on the basis of two six weeks term, according to preliminary announcement by University authorities.

Application for admission or request for information concerning courses, etc., should be made to Guy B. Phillips, Director, Summer Session, University of North Carolina, Chapel Hill, N. C.

## Legislators Favor \$2,400 Minimum Teacher Pay

Most legislators favor increasing the minimum pay of teachers to \$2,400 a year, a recent survey by the United Press shows.

Present minimum pay of a beginning teacher with an A-grade certificate is \$1620.

The poll taken by the United Press showed that the lawmakers of the State favored the proposed \$2,400 minimum by a vote of 2½ to 1. It remains to be seen, whether they would favor the entire schedule recommended by the State Board of Education, since the United Press poll did not ask for an opinion on salaries above the minimum. The recommended scale provides for increases of \$100 per year for each year's experience up to 12 years.

## Anthology of Poetry Includes N. C. Schools

A number of North Carolina high schools are represented in the Fall Semester Section of the Annual Anthology of High School Poetry, it is announced by the National High School Poetry Association.

Schools included are as follows: Asheville, Ayden, Cary, Chapel Hill, Cool Springs, Lexington, Mt. Pleasant, Reynolds and Walkertown. These schools have done excellent work, the Association states, in the field of creative writing of poetry.

Closing date for the Spring Semester Section of the Anthology is March 25th. The work of students should be sent to the Association at 3210 Selby Ave., Los Angeles 34, California.

## Know Your Retirement System?

That's not the title of a little handbook published by the Board of Trustees of the North Carolina Teachers' and State Employees' Retirement Systems. Its title is "Know Your Retirement System."

According to Nathan H. Yelton, Executive Secretary of the System, "The purpose of this handbook is to better acquaint the members regarding the operation of their Retirement Act, administration of the system, various types of retirement, a group of questions and answers, and other information. Members desiring a copy of this booklet should make request to Mr. Yelton.

*Dr. Clyde A. Edwin,  
State Superintendent of  
Public Instruction,  
Raleigh, N. C.*

*Dear Dr. Edwin:*

*At this Christmas time I offer you my hearty congratulations upon the recognition recently accorded you in your election to the office of president of the National Council of Chief State School Officers.*

*The election is a compliment not only to you but to the State of North Carolina. It was fitting that the State Board of Education at its last meeting formally extended you its heartiest congratulations. The distinction as a national leader in the field of public education which is yours is one in which the people of your State can well take pride.*

*GENERAL MECKLENBURG.*

## NCEA Has 10-Point Legislative Program

The North Carolina Education Association has a 10-point legislative program which its legislative committee will work toward during the 1949 General Assembly. Briefly this program is as follows:

**Teacher Load.** Reduction of teacher load.

**Salaries.** (A) Teachers with A and G certificates.

1. A minimum salary of at least \$2,400 per year for beginning teachers holding A-0 certificates.

2. Twelve increments of at least \$100 per year for teachers holding A certificates.

3. A minimum salary of at least \$2,900 for teachers holding G-2 certificates.

4. Eleven increments of at least \$100 per year for teachers holding graduate certificates.

(B) Proportionate increases in salaries for principals, supervisors, superintendents, members of the professional staff of the *State Department of Public Instruction*, and teachers in institutions of higher learning.

(C) Adequate salary increases for other school personnel.

(D) Salary increases to meet the rise in cost of living for teachers holding certificates below Class A.

(E) Retroactive payment, beginning with the school year 1948-1949, for all salary increases recommended in the legislative program.

(F) Payment of salaries of school personnel on a calendar-month basis for a ten months period of service.

**Sick Leave.** A sick-leave period of 10 days per year, on a cumulative basis, in addition to the present provision for legal absence.

## Single Records Will Meet Standards

Single records of comparable merit in lieu of records listed in the Handbook and the Music bulletin will be accepted in meeting the standards for accreditation of elementary schools, Dr. J. Heury Highsmith, Director, Division of Instructional Service, has announced.

This announcement is made for the reason that some schools were unable to obtain records listed without purchasing the RCA-Victor basic record library. This library, Dr. Highsmith states, is not approved for such use in the North Carolina public schools; and it is unnecessary to buy a complete library or collection of records to get one or more records that are included on the list of minimum requirements.

The list of required records will be revised at an early date and principals so notified.

**Retirement.** Study being made.

**Continuing Contract.** The same procedure for dismissing teachers at the close of the school year as now provided by law during the school year.

**Clerical Aid.** Adequate clerical aid for each school.

**Health.** Expanded health service and health education for school children.

**Exceptional Children.** Adequate education for exceptional children.

**School Buildings.** State assistance in financing an adequate program of erecting, enlarging and maintaining school buildings.

**Compulsory Attendance.** An effective system, with adequate financial support, for the enforcement of the compulsory attendance law.

# Boards Have Responsibility For School Legislation

Members of boards of education, who are informed as to the needs of the schools, should transmit their ideas as to the proper action by the General Assembly to their senators and representatives. Thus said Professor Guy B. Phillips, Executive Secretary of the North Carolina School Board Association, recently.

"Members of boards of education," said Mr. Phillips, "are responsible for the operation of the local schools within the framework of the State legislation provided for the public school system. As representatives of the people, board members have the responsibility for the welfare of the schools and the protection of the State.

"Members of the General Assembly are elected by the people to make the legislation necessary for the operation of the schools. Since they are not as closely associated with the schools as board members, it is an obligation of board members to advise their representatives concerning school matters.

"There is thus a joint responsibility of these two representative bodies to provide for an adequate educational program for the children of the State.

"An immediate issue facing the General Assembly is that of providing capital outlay funds in sufficient quantity and with sufficient supervision to guarantee physical facilities for the operation of the public school system. The State Education Commission estimates that a minimum of \$150,000,000 will be needed within the next five to seven years to bring the public school building and equipment facilities up to minimum requirements. The Commission, in its report, further suggests that the State put at least \$50,000,000 into the construction of buildings on a formula which will apply the principle of assisting counties on the basis of their ability to pay.

"The General Assembly members will need specific help in arriving at the proper solution of this question of State participation in capital outlay funds. Up to the present time, State funds have been limited to the operation of the public school system. Strong argument is presented for State participation in the capital outlay funds. The expenditure for teachers from State funds may not always be justified, if adequate facilities are not available to increase the efficiency of the teacher. The unequal distribution of wealth over the State means that in many counties there will be no schools to meet the minimum foundation program in build-



## Miss Wetherington Accepts Appointment In Germany

A year's leave of absence has been granted Julia Wetherington, Associate in the Division of Instructional Service, in order that she might accept employment in occupied Germany with the U. S. Military Government, State Superintendent of Public Instruction Clyde A. Erwin announced recently.

Miss Wetherington will be Education Specialist, Director of Educational Service Center. Her leave of absence from the State Department is for one year beginning February 1, 1949.

In Germany Miss Wetherington will be responsible for the development and functioning of the Educational Service Center as an integral part of the Re-orientation Program. She will direct the activities of the Center, where materials, space and facilities will be available to German educators for the purpose of working on textbooks, courses of study, and other plans for school reform.

ings or in instruction unless the State provides some assistance.

"School Board members must advise with their representatives at once. There is an obligation which must be performed. What will be the position which School Board members take?"

## Board Association Raises Dues

Annual dues of the North Carolina School Board Association were increased from \$3.00 per board to \$5.00 per board at the annual meeting of the Association held last November in Chapel Hill. It is announced by Guy B. Phillips, Executive Secretary.

Funds secured from membership dues, Mr. Phillips stated, are used in paying the expenses of the operation of the Association—postage, printing, mimeographing, and travel expense of the officers constituting the major expense. The Association has also agreed to pay for printing copies of the *North Carolina Public School Bulletin*, which are being sent to board members.

According to Mr. Phillips, the basis for establishing membership dues in school board organizations varies among the states. In some states dues are determined upon the number of children enrolled in the unit. In others a flat fee based on the board membership is paid. And in still others each individual member pays a specified amount. Some associations also have a full time secretary, issue a bulletin, or performs other services, thus requiring a much larger budget than is the case in North Carolina.

## Board Association to Hold District Meetings in March

Plans have been made for each district of the North Carolina School Board Association to hold a meeting early next month, it is announced by Guy B. Phillips, Chapel Hill, Executive Secretary. There are eight districts corresponding to the eight educational districts for the appointment of members to the State Board of Education.

Information has been sent to the district chairmen, Mr. Phillips stated, to assist them in working out their programs. It is expected that each program will include a full discussion, with capable leadership, of the Education Commission Report, with particular reference to what has been done by the General Assembly to date and what should be done before that body adjourns as well as in the future.

The district chairmen will announce the time and place of these meetings.

The Association, composed of members of boards of education in county and city units and local school committees, operates as a State-wide organization. It holds an annual meeting in the fall for the discussion and adoption of general policies.



# THE ATTORNEY GENERAL RULES

## Handling of School Funds; Bond Required; of What Officers

*In reply to inquiry:* I received your letter of November 22, in which you write as follows:

"Under the financial arrangement in \_\_\_\_\_ County School System the superintendent of schools, the county auditor, and the chairman of the Board of Education signs all local vouchers. The county auditor is considered the treasurer of the school funds. Question: Should the superintendent and the chairman of the board be bonded in relation to local county funds? If they should be bonded, is there any particular funds from which the cost of bond should be paid?"

Our statute provides in the School Machinery Act, G. S. 115-366, that the State Board of Education, subject to the approval of the Local Government Commission, shall determine and provide all the bonds necessary for the protection of State school funds.

It is my understanding that the State Board of Education has a blanket bond covering the liability of the local officials actually handling State school funds.

This same statute provides that the tax levying authorities of each county and city administrative unit, subject to the approval of the Local Government Commission, shall provide such bonds as the State Board of Education may require for the protection of county and district school funds.

The county treasurer ordinarily acts as the treasurer for county school funds, and the county treasurer is the one who is required to give a bond for the protection of these funds. I am not informed as to what bonds the State Board of Education has required with reference to county funds or what bonds have been approved by the Local Government Commission. I am sending a copy of this letter, both to the State Board of Education and the Local Government Commission, in order that they may advise you with respect to this matter.

If, however, as you state, the county auditor is assuming to act as treasurer of the county school funds, he would be the proper one to give bond for them. I do not know of any authority for the county auditor acting as treasurer of any funds. I would suggest that you should take this matter up with your

## Cleveland County Act: Limitation of Bond Issues

*In reply to inquiry:* I received your letter of November 15, in which you state that the Board of Trustees of the \_\_\_\_\_ City Schools has requested you to write me for an opinion as to limitations upon the amount of bonds which may be issued for the erection of school houses under the "Cleveland County Acts." made applicable to your county by the Legislature.

I have examined Chapter 525 of the Public-Local Laws of 1939, which is the "Cleveland County Act" applicable to Buncombe County. See, *Fletcher v. Commissioners of Buncombe County*, 218 N. C. 1; *Hinson v. Commissioners of Yadkin County*, 218 N. C. 13. I do not find in these Acts any limitation as to the amount of bonds which may be issued under them.

The provisions of the County Finance Act, as to the limitation of bonds which may be issued thereunder, would not appear to me to be applicable to bonds issued by a special district created under the Cleveland County Act. See, G.S. 153-87. The Municipal Finance Act is not applicable to bonds issued by a special district. *Waters v. Commissioners*, 186 N. C. 719.

As you will have to have a vote on the issuance of the bonds, the debt limitation provided by the Constitution, Article V, Section 4, would be met if the bonds were voted by a majority of the votes cast in the election. Under the amendment to Article VII, Section 7, of the Constitution, the bonds would have to be carried by a majority of the votes cast in the election and you would not have to vote against the registration.—Attorney General, November 16, 1948.

## Letter

*In reply to inquiry:* I received your letter of December 13, with respect to the question which has arisen between the Police Department of your city and the school authorities with reference to interviewing students during school hours, in making a criminal investigation as to the destruction of \_\_\_\_\_ trees, flowers and shrubs cultivated by the city and growing in plazas.

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County Attorney, Honorable \_\_\_\_\_, and be guided by his advice.—Attorney General, December 7, 1948.

## Districts Created by Cleveland County and Buncombe County Acts

*In reply to inquiry:* I acknowledge receipt of your letter in which you request me, on behalf of the Board of Trustees of the \_\_\_\_\_ City Schools, to prepare a bill for the coming Session of the Legislature to place \_\_\_\_\_ County under the so-called Cleveland County Act.

There are two Acts which accomplish the same result, the Cleveland County Act, Chapter 559 of the Public Local Laws of 1935, and the Buncombe County Act, Chapter 279 of the Public Laws of 1937. In preparing bills during former sessions of the Legislature, I have found that in many instances I was requested to place a particular county under the Cleveland County Act, while as a matter of fact it was desired to place the county under the Buncombe County Act.

The material difference between these two Acts is that the Cleveland County Act requires a majority of the qualified voters of the district, which means a vote against the books, while the Buncombe County Act merely requires a majority of the votes cast.

Before preparing your bill, I thought I should call your attention to this and ask you whether or not you want your county under the Cleveland County or Buncombe County Acts. — Attorney General, December 15, 1948.

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I feel that the matter which you refer to does not involve any strictly legal question but the proprieties as between one agency of government and another in the performance of the functions and duties prescribed by law for each. It seems to me that this problem should be worked out between the two agencies of government, each having in mind the responsibilities imposed by law upon each other.

I talked with \_\_\_\_\_, State Superintendent of Public Instruction, about this matter over the telephone and I am sending him a copy of this letter. He had not requested me to render any legal opinion about it.—Attorney General, December 15, 1948.

## MAKING TODAY'S NEWS

Greensboro. A 14 member special committee to draft a program of safety education through correlation with existing public school courses was appointed today by City School Superintendent B. L. Smith—Greensboro Record, December 29, 1948.

Wilson. H. W. Kendall, editor of the Greensboro Daily News, will discuss the recommendations of the State Education Commission at eight o'clock on Wednesday, January 5, in the Woodard School auditorium, according to an announcement made today by J. L. Farmer, chairman of the Wilson board of trustees of the Wilson schools.—Wilson Times, December 31, 1948.

Cabarrus. Cabarrus Board of Education today had awarded contracts totaling \$419,590 for five school buildings that will provide 32 classrooms. Greensboro News, December 15, 1948.

Harnett. Three pieces of property owned by the Harnett County Board of Education have been sold, it was disclosed today by County Superintendent C. Reid Ross. Greensboro News, December 17, 1948.

Buncombe. Plans have been completed for the collection of books and magazines in 15 western North Carolina counties for shipment to Germany, beginning Monday, January 17, Oral L. Yates, district chairman, announced yesterday. Asheville Citizen-Times, January 9, 1949.

Raleigh. Governor Kerr Scott has promised to back teachers' demands for a yearly minimum salary of \$2,400, plus unspecified increments based on length of service. Greensboro News, January 9, 1949.

Raleigh. Attorney General Harry McMullan said in a digest of opinions today that the treasurer of a city school system must be required to post bond. Greensboro News, January 7, 1949.

Raleigh. The public school program will cost the State \$104,000,000 not counting transportation costs and emergency capital outlay, if it is adopted in its entirety by the Legislature, the State Education Commission's finance committee reported today. Greensboro Record, January 7, 1949.

## Brotherhood Week

Brotherhood week will be observed February 22-29. Emphasis this year is placed on self-audits by individuals, schools and communities under the theme "Brotherhood Must Be Lived." A national committee headed by Nelson Rockefeller is sponsoring the observance. Dr. Willard E. Goslin, president of the American Association of School Administrators, is chairman of the Schools and Colleges section of this Committee.

A checklist for a self-audit of school policies and practices in inter-group relations may be secured from the North Carolina Conference of Christians and Jews, 121 E. Third St., Charlotte 2, N. C.

## Department Announces Library Conference

A work conference for full-time and trained school librarians is planned for the summer of 1949 at the University of North Carolina, Chapel Hill, it is announced by Eloise Camp, State Department of Public Instruction.

The conference is sponsored by the State Department in co-operation with the Schools of Education and Library Science of the University. The conference is designed to give librarians a working knowledge of the audio-visual program and its relation to the school library. The work will carry certificate credit.

## Scholarships Provided For Children of Veterans

Scholarships to attend school in State-supported institutions are provided annually by the North Carolina Veterans Commission to children of Veterans of World Wars I and II. The scholarships amount to tuition, room and board for four years.

An unlimited number of scholarships are available to children of fathers who were killed in action or died as a result of service connected wounds or disabilities. Ten scholarships are available each year to children of veterans with V-A service-connected disability of 30 per cent or more.

Conditions under which scholarships are awarded are as follows: Veterans must have been in service from North Carolina; applicant must have been in residence in North Carolina for two

## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, Feb. 1944)

A resolution requesting the War Production Board to restudy its proposed reduced allotments of materials used in the manufacture of textbooks and unless absolutely necessary not to reduce the allotments of such materials was adopted by the State Board of Education at its regular monthly meeting on January 13.

Paul A. Reid, Superintendent of the Elizabeth City Public Schools since 1941, was appointed by the State Board of Education upon the recommendation and approval of Governor J. M. Broughton as comptroller of the Board to succeed Nathan H. Yelton, who was granted a military leave of absence.

The State Supreme Court, in an opinion handed down on January 12, upheld the Durham Board of Trustees in its ruling that pupils belonging to secret organizations may not participate in extra-curricular activities.

J. W. Wilson was recently elected to succeed John C. Lockhart as superintendent of the Mecklenburg County Administrative unit.

### 10 Years Ago

(N. C. Public School Bulletin, Feb. 1939)

Superintendent H. Lee Thomas has set aside three days during the school year as observation days for the teachers in his system.

The average daily attendance at the WPA Community School Center in the Montague Building, Raleigh, is 35.

The North Carolina Negro Adult Education Council, appointed by the Governor, is sponsoring this month an intensive State-wide drive to reduce illiteracy.

Statistics for the session 1935-36 show that North Carolina ranks 20th among the states in the number of one-room schools.

years; applicant must have certified copy of birth certificate; and scholarship is good only in State-supported institutions.

Applications should be made to the North Carolina Veterans Commission, Box 2187, Raleigh, N. C.

## Governor Scott Recommends \$50 Million Bond Issue for Buildings Also \$2200-\$3100 Teacher Salary Schedule

A \$50,000,000 bond issue for "funding our deficit in school buildings" and an "interim salary schedule" ranging from \$2200 to \$3100 were the chief recommendations of Governor W. Kerr Scott in his special message to the General Assembly on February 10.

"TO GO FORWARD," the Governor said, "we must provide adequately for our public schools and other public services. TO GO FORWARD, it is now obvious after five weeks of this General Assembly that we must find more tax money." He suggested additional sources of revenue for increasing the General Fund in order to provide the recommended salary schedule for teachers and for other purposes in the total amount of approximately \$17,000,000. He also suggested the employment of additional auditors in the Revenue Department to help stop tax leaks.

In his recommendation for the school building bond issue, the Governor stated that in his opinion "our present school building deficiencies constitute an emergency justifying putting to use the \$30,000,000 of tax monies collected during the war period and now held idle in the Post War Reserve Fund." "I recommend action," he said, "to make this money, and other money, that may be earmarked for this purpose, available to the counties for school buildings in a manner to be decided upon by this Legislature as best to meet this need."

To meet the problem of providing sufficient funds for the teachers' salary schedule and other services, which he recommended, the Governor suggested the following new sources of revenue:

1. One-cent a bottle on soft drinks and one-cent on each fountain drink. It is estimated that this would raise \$4,000,000 a year.

2. Ten per cent tax on all amusements. Estimates are that this would net \$1,700,000 a year.

3. Raise personal income tax brackets from three to seven per cent to four to eight per cent. It is estimated this would bring in \$5,000,000 a year.

4. Tax cigars from one to three cents, depending upon price. Estimates are that this would raise \$1,200,000 a year.

5. Tax cigarettes one-cent a package. It is estimated this would net \$3,000,000 a year.

6. Raise the tax on spirituous liquors from 8½ to 15 per cent. Estimates are that this would yield \$2,500,000 a year.

### Article 26

1—Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2—Education shall be directed to help the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3—Parents have a prior right to choose the kind of education that shall be given to their children.—*Universal Declaration of Human Rights*, December 10, 1948.

### Features

Governor Scott Recommends \$50 Million Bond Issue for Buildings .....	1
North Carolina Colleges Enroll 46,570 Students During 1948-49 .....	4
Bulletin Compares States in Public Education .....	6
Percentage of General Fund for Schools Gets Less .....	7

## State Has 489 One-Teacher Schools

There are 489 one-teacher schools now being operated, according to an estimate recently made by the Office of Controller, State Board of Education. Of this number, 119 are for white children and 370 for Negroes. All are rural schools, the estimate shows, except two for white children and 21 for Negroes in city units.

The estimate also shows there are a total of 3,123 schools, 1,583 for white children and 1,540 for Negroes.

## Erwin Says School Strength Depends Chiefly On Buildings and Teachers

"The strength of a public school system depends on a good many factors—chief among which are your buildings and your teachers."

Thus said Dr. Clyde A. Erwin on February 3, in his appearance before the Joint Appropriations Committee, when he asked that Committee to restore funds eliminated from the State Board's request by the Advisory Budget Commission. Since D. Hiden Ramsey, vice-chairman of the Board had been selected to present the building needs, Dr. Erwin emphasized the teacher situation, which he said had shown a decline.

"The number of A certificates teachers (white) has dropped from 15,144 to 13,902," Dr. Erwin stated. "The reason for that decline is the fact that we haven't paid the salary required to get them. They are moving into other states, where salaries are higher. . . . It is only through the strengthening of the State salary schedule that we can undertake to equalize the educational opportunities of our boys and girls."

Dr. Erwin also pointed out the need for supervision. "It is one of the things," he said, "which we must have if we are to demand instruction really operated on an efficient basis in this State.

"Children who failed to receive the educational opportunities provided for them," he said, "are today walking the streets of North Carolina as illiterate citizens. We cannot afford to allow this situation."



# Superintendent Erwin Says . . .

All of North Carolina is fortunate that it has within its borders a stirring dramatization of one of the most prized of our American historical heritages. Down on Roanoke Island close by the sunbathed Atlantic Ocean occurred in the late sixteenth century one of the immortal events of all time—the settling there of a brave and hearty band of pioneers, consisting of a hundred and twenty-one men, women and children. There they made a beachhead on the outpost of the world, establishing tenaciously and almost recklessly their challenge to an inhospitable and terrifying wilderness. Paul Green's symphonic drama depicts with music, dance, pantomime, gorgeous color, and comedy and story line the struggle of these, our ancestors, in preparing the way for the civilization that was to be.

The play is not a dull lesson in history, but an exciting and entertaining drama. No one can sit there under the stars and by the soft stilly-lapping waters of Roanoke Sound and watch the epic story of such dreamers as the great Sir Walter Raleigh, the vivacious and energetic Queen Elizabeth, the tough and sturdy-souled John Borden, the beauteous and loyal Eleanor Dare, and the mirthful and hale Old Tom Harris with his faithful squaw Agona—no one can sit there in the quiet evening and watch this dramatic story unroll without being tremendously stirred.

It is our devout hope that this beautiful and dramatic spectacle shall continue year after year—until both the drama and Roanoke Island have become a true mecca for the American people.

For as a great nation must have its great events and its great personages, so must it have its cherished and sacred places. When one can walk upon a certain spot of earth and say to himself and his companion—"Here where we are at this moment happened one of the timeless events of history"—then something is likely to happen inside that man, a refreshment of his spirit perhaps.

I urge the school children in North Carolina to put "The Lost Colony" on their "must" schedule and to buy tickets in advance, so that school and community leaders may assist them in planning special group tours to Roanoke Island and vicinity this summer. I hope our teachers throughout the State likewise, and our citizens, will plan to see the play this season and help promote general interest in it. For in the words of the drama itself—"The dream still lives, It lives, it lives, And shall not die!"

## NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CLYDE A. ERWIN  
State Superintendent of Public Instruction

### EDITOR:

L. H. JOBE  
Director, Division of Publications



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# . . . . . Editorially Speaking . . . . .

## Assumption

There were 96,168 births in North Carolina in 1943. Assuming that these births were equally distributed by months throughout the year, there were 24,042 births during the months of October, November and December.

Assuming further that these 24,042 are all alive and under the law could enter school this fall in new classes separate and apart from other first-year school entrants, there would be a need for approximately 800 new teachers. At an average annual salary of \$2,000, this would mean that \$1,600,000 would be necessary to take care of this additional school enrollment.

Assumptions, however, can be erroneous. The assumption with which we started out is probably true. The second assumption, we believe, is an error and leads to the false conclusion as to cost. These 24,042 children, if they were permitted by law to enroll in school, would be distributed throughout the State, a few in nearly every one of the 28,856 classrooms used for first grade instruction. In other words, the actual distribution of these particular children would simply add one or two, at least a small number, to a classroom, and would not necessarily require the employment of additional teachers. In only a few cases would the added number of children necessitate the employment of an additional teacher. Even so, there is no justification for the claim that moving the age limit to January 1 or any other date will increase the cost, since such children, kept out of school by law one year, will enter the following year and will continue in school just as long as if they had entered the preceding year.

The only valid argument for an age limitation for first graders is that advanced by teachers to the effect that some of these children are not "ready" for school since they are not mature enough. But when you consider that it is partly the responsibility of the school to provide that "readiness," then even this argument loses some of its force. Perhaps a solution to the whole matter would be the provision for kindergarten or readiness classes for those children who are not yet prepared for first grade work.

## An Answer

The question has been raised as to why the Federal aid bill, S, 246, proposes to give the four richest states, New York, Pennsylvania, Illinois and California, more than it does to 32 less rich states.

It is our understanding that the amount of aid which a state would receive under this Federal aid bill is not based exclusively upon wealth, but upon the relationship of need and wealth. In other words, we think that the number of children to be educated in a particular state has an important bearing upon what a state will receive under this proposed law. If this be true, then the four states mentioned which also rank as the four highest in population might, as the bill proposes, participate to a greater extent than less wealthy states which also have fewer children to educate. Certainly, it is true that North Carolina and Texas have a large number of children to educate in proportion to their wealth and so would receive under the proposed law a larger sum than some other states.

We are of the opinion, therefore, that the proposed distribution is based on a scientific formula taking into consideration both ability and need as expressed in number of educables.

## We Oppose

It has been proposed by Bureau of the Census officials that school teachers be used to take the 1950 census. The proposal involves closing all schools for one week, April 1, 1950.

We oppose this proposition on two grounds: First, it will disrupt the operation of the schools, which are set up to operate continuously month by month except during the Christmas holidays. A week closed during April would necessitate an extension of the term in June, when many parents are anxious to have their children for work on the farm. The proposed closed week in April could not be used to advantage by pupils.

In the second place, there are plenty of other capable people who can be utilized in taking the census. Most of these, it is true, are housewives; but these housewives, we believe, could do the job as well as teachers.

## Schools Need Teachers Of Industrial Arts

That North Carolina public schools are in need of teachers of industrial arts and that colleges in the State are not training at present a sufficient number of teachers to fill the present need, much less the growing demand, in this field is revealed by answers to a questionnaire recently sent out by President John D. Messick of East Carolina Teachers College to superintendents of the State.

Answers made by superintendents to a series of questions on the work in industrial arts in their schools indicate that the development of the industrial arts program in the public schools is hampered by the scarcity of teachers, that some schools wishing to establish departments are unable to do so because of lack of funds as well as of teachers, and that only a small number of the industrial arts teachers now employed in the schools reporting received their training in North Carolina.

A tabulation of replies received by Dr. Messick shows that 65 of the schools now have departments of industrial art; 58 other schools anticipate the establishment of departments; 45 would have departments if teachers were available; and 15 would have departments if money were available. Ten of the schools having departments have no teachers.

A demand for teachers of industrial arts is indicated by the fact that 36 of the superintendents wish to employ teachers for next year. By 1950-51, the number of superintendents wishing to employ industrial arts teachers will have increased to 102.

Of the 64 teachers reported by the superintendents as now employed in their schools, 56 received their training outside of North Carolina. A number of them were trained in Georgia, South Carolina, and mid-western states. The superintendent of one large city system which employs six industrial arts teachers said, "We have six, all trained out of the State."

Comments by superintendents reveal a keen interest in the development of the industrial arts program in the public schools. "This is an imperative," said one. Another commented, "I believe that one of our most imperative needs in teacher training in North Carolina is the preparation of qualified teachers of Industrial Arts in elementary and particularly in our high schools. . . . We have been forced to go to mid-western states to obtain qualified teachers during recent years."

## North Carolina Colleges Enroll 46,570 Students During 1948-49

There are 46,570 students attending the State's institutions of higher learning, according to a census of this enrollment taken last fall by Dr. J. E. Hillman, Secretary of the North Carolina College Conference.

This enrollment is 501 less than the 1947-48 figure, or slightly more than one per cent decrease, Dr. Hillman stated. In the nation as a whole there is an increase of three per cent over the 1947 fall enrollment.

By races this enrollment is as follows: white, 38,077, Negro, 8,377; and Indian, 116. By types of institutions, the enrollment is: senior colleges, 40,911; junior colleges, 5,128; off-campus centers, 531.

In the white colleges 41.3 per cent are veterans as compared with 49 per cent in 1947-48; in the Negro colleges, 22.3 per cent as compared with 33 per cent the year before; and in the Indian college the per cent of veterans is 39.6 per cent as compared with 48 in 1947-48.

Men students represent 70.3 per cent of the total white enrollment; Negro institutions have 52.1 per cent men; and the Indian college enrollment is 59.5 per cent men.

The following table shows the enrollment in each institution for the past three years, divided as to sex for 1948-49:

ENROLLMENT BY INSTITUTIONS  
(As of October for Each Year)

Institution	1948-49			1947-48	1946-47
	Men	Women	Total		
A. SENIOR COLLEGES—White:					
University, Chapel Hill	6,719	884	7,603	7,070	6,802
State College	5,177	50	5,227	5,333	4,903
Woman's College		2,127	2,127	2,112	2,108
Appalachian	531	434	965	1,005	899
East Carolina	735	649	1,384	1,404	1,213
Western Carolina	393	157	550	551	496
TOTAL PUBLIC	13,555	4,301	17,856	18,075	16,421
Atlantic Christian	345	162	507	523	394
Black Mountain	34	21	55	90	91
Catawba	626	213	839	787	676
Davidson	949		949	979	910
Duke	3,718	1,396	5,114	4,890	4,794
Flora MacDonald	645	163	808	709	618
Greensboro	1	270	271	312	278
Guilford	3	379	382	405	400
High Point	460	148	608	592	561
Lenoir Rhyne	618	177	795	820	775
Meredith	544	261	805	844	760
Montreat		537	537	578	535
Queens	1	160	161	206	204
Salem	23	375	398	467	426
Wake Forest	24	296	320	390	380
	1,801	310	2,111	2,000	1,540
TOTAL PRIVATE	9,792	4,868	14,660	14,592	13,342
TOTAL SENIOR—White	23,347	9,169	32,516	32,667	29,763
SENIOR COLLEGES—Negro:					
Agricultural and Technical					
North Carolina	2,179	599	2,778	2,748	2,170
Elizabeth City	532	441	973	958	928
Fayetteville	85	392	477	489	478
Winston-Salem	144	375	519	585	600
	164	308	472	484	556
TOTAL PUBLIC	3,104	2,115	5,219	5,264	4,732
Barber Scotia		154	154	151	152
Bennett	1	464	465	485	469
Johnson C. Smith	423	300	723	811	851
Livingstone	171	191	362	385	375
Shaw	414	490	904	825	776



Institution	1948-49			1947-48	1946-47
	Men	Women	Total		
St. Augustine's .....	190	252	442	442	371
TOTAL PRIVATE .....	1,209	1,851	3,060	3,099	2,994
TOTAL SENIOR—Negro .....	4,313	3,906	8,279	8,363	7,726
SENIOR COLLEGES—Indian:					
Pembroke .....	69	47	116	131	122
TOTAL SENIOR COLLEGES .....	27,729	13,182	40,911	41,161	37,611
B. JUNIOR COLLEGES—White:					
Asheville-Biltmore .....	207	49	256	302	243
Wilmington .....	189	21	210	140	.....
TOTAL PUBLIC .....	396	70	466	442	243
Belmont Abbey* .....	185	.....	185	175	302
Brevard .....	277	129	406	449	425
Campbell .....	350	127	477	537	383
Edwards Military Institute .....	33	.....	33	30	41
Gardner-Webb .....	268	132	400	378	295
Lees-McRae .....	121	112	233	213	193
Louisburg .....	177	73	250	330	365
Mars Hill .....	480	451	931	1,020	902
Mitchell .....	59	168	227	207	127
Oak Ridge* .....	103	.....	103	88	235
Peace* .....	.....	185	185	257	303
Pfeiffer .....	175	159	334	336	290
Pineland .....	.....	19	19	15	16
Presbyterian* .....	156	3	159	258	502
Sacred Heart .....	.....	37	37	52	52
St. Genevieve .....	.....	91	91	86	40
St. Mary's .....	1	218	219	184	170
Warren Wilson .....	26	34	60	55	47
Wingate* .....	172	83	255	270	314
TOTAL PRIVATE .....	2,583	2,021	4,604	4,940	5,102
TOTAL JUNIOR—White .....	2,979	2,091	5,070	5,382	5,345
JUNIOR COLLEGE—Negro:					
Immanuel Lutheran* .....	36	22	58	55	144
TOTAL JUNIOR COLLEGES .....	3,015	2,113	5,128	5,437	5,489
TOTAL SR. & JR. COLLEGES .....	30,744	15,295	46,039	46,598	43,100
C. OFF-CAMPUS CENTERS—White:					
Albemarle .....	.....	.....	.....	.....	35
Burlington .....	.....	.....	.....	.....	43
Burnsville .....	47	13	60	33	32
Charlotte .....	245	21	266	302	272
Fayetteville .....	72	16	88	25	61
Gastonia .....	.....	.....	.....	26	76
Greensboro .....	64	13	77	65	48
Hendersonville .....	.....	.....	.....	.....	45
Murphy .....	.....	.....	.....	.....	32
Rocky Mount .....	.....	.....	.....	.....	74
Wilmington .....	.....	.....	.....	.....	192
TOTAL WHITE .....	428	63	491	451	949
OFF-CAMPUS CENTERS—Negro:					
Asheville .....	.....	.....	.....	.....	32
Wilmington .....	18	22	40	22	22
TOTAL NEGRO .....	18	22	40	22	54
TOTAL OFF-CAMPUS .....	446	85	531	473	1,003
D. SUMMARY:					
White Students .....	26,754	11,223	38,077	38,500	36,057
Negro Students .....	4,367	4,010	8,377	8,440	7,924
Indian Students .....	69	47	116	131	122
GRAND TOTAL .....	31,190	15,380	46,570	47,071	44,103

\*High school students included in 1946-47; no high school students in 1947-48 and 1948-49.

## Committee Discusses Special Education

Problems involved in providing adequate instruction to best meet the needs, interests and aptitudes of those children who deviate from the normal were discussed recently by a group of leaders appointed by State Superintendent of Public Instruction Clyde A. Erwin to serve as an Advisory Committee to the Division of Special Education.

This new division of the Department of Public Instruction was created by the General Assembly of 1947 to promote the establishment of special classes of instruction for mentally and physically handicapped children. Felix S. Barker, formerly with the Division of Rehabilitation, was appointed by Supt. Erwin to head the Division.

The Advisory Committee is composed of the following: Charles H. Warren, Director, Vocational Rehabilitation; Egbert N. Peeler, Superintendent, State School for Blind and Deaf; Felix S. Barker, Director, Division of Special Education; Dr. Leslie D. Hohman, Professor of Psychiatry, Duke University; Dr. Derwin Cooper, Superintendent, Durham County Tuberculosis Sanatorium; Dr. J. W. Roy Norton, State Health Officer; Dr. Carl E. Rankin, Superintendent, North Carolina School for Deaf; Dr. James E. Hillman, Director, Division of Professional Service; Dr. J. Henry Highsmith, Director, Division of Instructional Service; Guy Phillips, Dean, School of Education, University of North Carolina; Dr. R. Beverly Rainey, Orthopedic Surgeon, Durham; Dr. Leo W. Jenkins, Dean of East Carolina Teachers College, Greenville; Miss Mary Conoly, Flora MacDonald College; Miss Ethel Honeycutt, Executive Secretary, North Carolina League for Crippled Children; Colvin Leonard, Editor, Greensboro Record; W. J. Bullock, Superintendent of Schools, Knapolis; J. Warren Smith, Director, Division of Vocational Education; Miss Jane Elliott, Director of Child Welfare, Lather Medlin, Principal, Central Junior High School, Greensboro; H. A. Wood, Executive Secretary, North Carolina League for the Blind; Walter L. Hogan, Jr., Piedmont and Northern Railway Company, Charlotte; Dr. R. M. Fink, Consultant in Mental Hygiene, Raleigh; Charles E. Spencer, Co-Director, School-Health Co-ordinating Service; Miss Ella Stephens Barrett, Supervisor, Occupational Information and Guidance; Miss Annie Ruth Penny, State Commission for the Blind; Miss Julia Wetherington, Associate, Division of Instructional Service.

## Lunchrooms Serve "Abundant Foods"

Schools equipped with lunchroom facilities are serving the following "abundant foods" this month: eggs, carrots, Irish potatoes, fresh and frozen fish, oranges, cabbage and fresh greens. The office of the State School Lunch Program has provided suggestions for ways of using these foods.

## Former Orange County Superintendent Dies

R. H. Claytor, who retired as superintendent of the Orange County schools in 1947, died at his home in Hillsboro on February 16. Mr. Claytor taught in Wayne, Iredell, Granville and Durham counties before becoming superintendent of schools of Orange County, where he served for 30 years.

## Erwin Speaks in Minnesota

State Superintendent Clyde A. Erwin spoke several times in Minnesota on a four-day visit to that State February 9-12.

On February 10 Supt. Erwin delivered an address to the general session of the Minnesota School Board Association on the subject "Reorganization of School Districts." At the annual banquet of this Association on February 11, he spoke again, the topic of his address being "America's Heritage of Freedom."

Other speaking activities of North Carolina's State Superintendent during this visit included a talk before the Minnesota Association of County Superintendents on February 9 and the staff of the Minnesota State Department of Public Instruction at a luncheon the same day. Supt. Erwin was also entertained at a luncheon of the Minnesota University Faculty Club as the guest of Dean Pike of the School of Education, and he was the recipient of other courtesies while in that state.

Since returning to his office in Raleigh, Superintendent Erwin has received an invitation to address the Northern Minnesota Education Association next October.

## Bulletin Compares States in Public Education

### HOW NORTH CAROLINA RANKS

The states are compared in a number of school facts in a recent bulletin issued by the National Education Association.

The following table featuring North Carolina is compiled from the various facts presented in this bulletin:

Item	North Carolina	Rank	Highest State	Lowest State	U. S. Avg.
1. No. of school-age children per 1000 of total population, 1946.....	265	42	N. J. 159	N. M. 295	207
2. Ratio of children to adults in future years .....	48	42	N. Y. 29	N. M. 61	35
3. Income payments per capita of population, 1946 .....	\$509	41	Nev. \$1,770	Miss. \$575	\$1,213
4. Income payments per child of school age, 1946 .....	\$3,106	43	Nev. \$9,957	Miss. \$2,080	\$5,915
5. Relative financial effort to support public schools, 1945-46 (Per cent which total current expenditures in 1945-46 was of average income payments for 1942-46) .....	2.23%	12	N. M. 3.24%	Md. 1.19%	1.82%
6. Per cent of school support derived from state sources, 1945-46 .....	78%	3	Del. 89%	Neb. 1%	36%
7. Average current expenditure per pupil for public education from State and local sources, 1945-46 .....	\$76	42	Mont. \$214	Miss. \$45	\$134
8. Average salary of instructional staff, 1945-46 .....	\$1,602	34	Cal. \$2,987	Miss. \$856	\$1,995
9. Average value of public school property per pupil, 1945-46 .....	\$172	42	N. Y. \$659	Miss. \$101	\$351
10. Per cent of pupils enrolled in secondary schools, 1946 .....	16.3%	45	N. Y. 31.3%	Miss. 13.3%	24.1%
11. Twelfth-grade pupils, 1946, per 1000 former fifth-grade pupils .....	389	32	Mont. 731	Miss. 204	453
12. Registrants per 1000 classified as educationally deficient, 1940-44 .....	115	42	Ore. 4	S. C. 155	47
13. Military rejections due to educational deficiencies, 1940-44 .....	22.9%	41	Wash. 1.4%	S. C. 33.3%	12.3%
14. Per-capita retail sales, 1947 .....	\$587	43	Nev. \$1,195	Miss. \$481	\$820

## University to Hold School Building Conference

The School of Education of the University of North Carolina in co-operation with the Division of Schoolhouse Planning of the State Department of Public Instruction of North Carolina will hold the first annual School Buildings Conference at Chapel Hill, N. C., July 25-29, 1949. The N. C. Chapter of the American Institute of Architects will have representatives participating in the Conference. Other visiting consultants will be present.

There will be general sessions and group discussions based upon individual interests and needs. The Conference will be divided into five discussion groups: Group 1, Planning School Buildings; Group 2, Construction Problems; Group 3, Care and Maintenance of Buildings and Equipment; Group 4, Alterations and Repairs; Group 5, Financing Building Programs.

The Conference will be limited to 100 participants. Superintendents and members of school boards are being given first consideration.

## 125,000 Children Hear N. C. Symphony Last Year

Concerts by the North Carolina Symphony Society were heard by 125,000 children during its 1947-48 season, over 50,000 more than the number who heard the previous year's concerts. In addition, 59 concerts were played to 55,000 adults. A total of 117 concerts to visible audiences and 25 broadcasts were given.

The Society is directed by Dr. Benjamin Swalin. Its primary aim is to bring fine music to the people of the State and to furnish them with instructions as to how they may get the most out of these concerts. A secondary aim is to develop native talent, to provide an outlet for child talent as soloists, members of the orchestra and as composers. A third aim is to establish a State-wide Symphony Hour of the air. Fourth, it is the desire of the Society to provide visual aids to child-listening through schools, museums, libraries, and collections of albums, pictures and instruments.

North Carolina is one of the few states that has a State orchestra. The General Assembly of 1947 made a small appropriation towards its support; but the need is greater, not only for money but for the support and co-operation of all people interested in fine music.

When informed of the increase in number of children who listen to these concerts, State Superintendent Clyde A. Erwin said, "I am glad to see this increased interest in the Symphony on the part of our children. Personally, I think the organization of the Society is one of the finest things that has come to our State. Dr. Swalin and Mrs. Fred B. McCall, who has charge of the Children's Concert Division, are doing a great work for the youth of our State. I hope every person engaged in school work will support our State Symphony to the fullest extent."

## Schools May Secure United Nations Materials

Lists of publications and other materials on the United Nations which schools may secure are available from the United Nations Department of Public Instruction, Lake Success, New York. These lists include publications recommended for schools and colleges, films, film strips and posters. Reference and loan material is also available to North Carolina teachers and students from Mr. Lincoln S. H. Kahn, Director Collegiate Council for the U. N., University of North Carolina, Chapel Hill.

## PERCENTAGE OF GENERAL FUND FOR SCHOOLS GETS LESS

The percentage of expenditures from the General Fund of the State for public schools gets less, according to a tabulation of figures from the recently issued State Budget. And if recommendations of the Advisory Budget Commission prevail, the public schools will get a still smaller proportion of proposed expenditures for the ensuing biennium.

These facts were called to the attention of the Joint Committee on Appropriations on February 3 by D. Hiden Ramsey, vice-chairman of the State Board of Education, in presenting the Board's request for increasing the amount of funds for schools recommended by the Advisory Budget Commission. "Instead of supporting our schools more generously in proportion to the ability to pay," Mr. Ramsey pointed out, "we are supporting our schools less generously. We can't build the type of public school system that we want in North Carolina by constantly dividing the support that we are giving."

The accompanying table shows revenues, expenditures for all purposes, ex-

penditures for public schools, as tabulated from the Budget Report and percentage calculations made by the Controller's office of the State Board of Education.

In 1933-34, when the State assumed responsibility for the operation of an eight months school term, that proportion of the General Fund expended for the public schools represented 77.6 per cent of the expenditures for all purposes. This percentage of school expenditures to total expenditures from this fund has decreased to an estimated 66.9 per cent for the current year. And if the recommendations of the Advisory Budget Commission for appropriations to public schools for the next biennium prevail, this percentage will be still less—64.8 per cent for 1949-50 and 64.7 per cent for 1950-51.

Commission recommendations as to appropriations for schools for the next biennium represents a 30.3 per cent increase over the current biennium, whereas recommendations for appropriations for all other purposes represents a 47.0 per cent increase.

REVENUES AND EXPENDITURES FROM THE GENERAL FUND

Year	Revenues	Expenditures All Purposes	Expenditures Pub. Schools	% Sch. Exp. of Total Exp.
1933-34	\$ 23,056,004	\$ 19,996,129	\$15,524,388	77.6%
1934-35	26,006,816	21,783,458	16,749,701	76.9%
1935-36	31,459,588	26,909,902	20,355,164	75.6%
1936-37	39,003,475	30,322,548	22,262,732	73.4%
1937-38	38,000,395	33,846,832	23,950,543	70.7%
1938-39	36,181,205	35,362,445	25,135,352	71.0%
1939-40	40,608,042	36,290,836	26,238,657	72.3%
1940-41	47,280,139	38,445,142	27,745,410	72.1%
1941-42	57,649,331	41,741,747	28,852,584	69.2%
1942-43	70,445,137	45,076,800	31,234,704	69.3%
1943-44	76,622,101	53,376,641	38,509,351	72.2%
1944-45	80,697,200	56,553,534	39,922,928	70.5%
1945-46	90,453,171	68,212,503	47,158,449	69.1%
1946-47	119,996,404	77,125,832	54,788,381	71.0%
1947-48	129,768,152	92,018,238	62,655,102	68.1%
1948-49	134,902,000*	98,584,926*	65,928,444*	66.9%
1949-50	130,241,500*	128,149,381†	83,040,057†	64.8%
1950-51	128,419,500*	130,602,651†	84,481,470†	64.7%

\* Estimated † Recommended

## NATIONAL NEGRO HEALTH WEEK APRIL 3-10

National Negro Health Week is to be observed throughout the nation on April 3-10, it is announced by the National Negro Health Week Committee, Washington 25, D. C.

A day-by-day schedule for the observance of the week has been prepared with topics as follows:

Mobilization Day, April 3  
Home Health Day, April 4

Community Sanitation Day, April 5  
Special Campaign Day, April 6  
Adults' Health Day, April 7  
School Health and Safety Day, April 8  
General Clean-up Day, April 9  
Report and Follow-up Day, April 10  
A health week poster contest in connection with the observance is also announced. Write to the Committee for further information and suggestions.





State	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909	2910	2911	2912	2913	2914	2915	2916	2917	2918	2919	2920	2921	2922	2923	2924	2925	2926	2927	2928	2929	2930	2931	2932	2933	2934	2935	2936	2937	2938	2939	2940	2941	2942	2943	2944	2945	2946	2947	2948	2949	2950	2951	2952	2953	2954	2955	2956	2957	2958	2959	2960	2961	2962	2963	2964	2965	2966	2967	2968	2969	2970	2971	2972	2973	2974	2975	2976	2977	2978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## "Schools are Sick" Says Supt. Carroll

"North Carolina schools are sick." This is what Superintendent C. F. Carroll of the High Point Schools and a member of the State Education Commission told the Joint Appropriation Committee on February 3.

The schools are sick, Superintendent Carroll told the members of the Committee, because of a continued neglect over a period of years. "Only immediate forceful, general and intelligent action will restore them to health."

Superintendent Carroll asked these questions: What is involved in the teaching process? What is happening to your boy and girl? With what ideals is your teacher approaching her job? "We tell the teacher," he said, "to teach that which will promote democracy the American way—free enterprise, justice, goodness. And then do we treat the teacher the same way? Are the teachers today the shining lights of democracy or are they the victims of democracy?"

Superintendent Carroll, in pursuing this thought, stated: "We people in North Carolina tell the teachers that we want to see free enterprise continued and as a part of that free enterprise we proclaim about standard prices for standard merchandise. Education is a purchasable commodity. It comes as a standard product if you pay a standard price for it. We want a standard product provided we can get it at a reduced price. Because of this situation, teachers are frustrated and their morale is low. They join all other educational forces in expressing the hope and expectation that somebody in this group will make it possible for justice to be restored in order that they may be satisfied, reasonably so, and teach the attitudes and habits you want taught. You don't want a disgruntled teacher to teach your child."

## COAL SUPPLY IS PLENTIFUL

For the first time since 1942, there seems to be a plentiful supply of coal, according to C. W. Blanchard, Director of Plant Operation for the State Board of Education.

Blanchard recently sent out a letter and forms for the superintendents' use in requesting fuel for the 1949-50 school term. The fact that coal is more plentiful, Blanchard said, "makes it possible for us to secure the grade and type of coal we really desire." He urged superintendents to place their orders early in order that delivery may be made during the summer months.

## An Adequate School Plant The Community's Responsibility

"Our communities are facing the greatest school building crisis in history. Already increasing enrollments in the primary grades are creating serious over-crowding, part-time sessions, and acute administrative problems. By 1954, it is expected that 6,200,000 more children will be in our schools than in 1947. Never has the need been so great.

The cause of this crisis is twofold. First, the tremendous increase in births is about to be felt in the elementary schools. In 1947 there were 3,910,000 births in the U. S., exceeding by nearly 1,600,000 the number in 1933. The birth rate jumped from 18.4 births per 1,000 population in 1933 to 27.2 in 1947. The full effect of this upsurge of births will not be felt in the elementary schools until 1954, in junior high school about 1958, and in senior high school about 1962. In the meantime enrollments in practically all communities will mount steadily." *The School Executive*, Volume 68, Number 6, January 1949., page 11.

## Board Approves Self-Insurance Plan

Necessary legislation covering insurance on school buildings and buses was authorized to be worked out by its Legislative Committee by action of the State Board of Education on February 3.

The Board authorized the committee specifically to provide: "(1) An effective plan for the self-insurance of school buildings and other facilities," and "(2) A plan for the self-insurance of school buses."

This action of the Board was taken after a committee from the Board conferred with State Insurance Commissioner William P. Hodges and his Advisory Board with reference to premiums charged by insurance companies on school buildings. The Board refused to agree to the increase in premiums on school buildings proposed by insurance companies and approved by the Advisory Insurance Board and Commissioner Hodges.

## Mrs. Maley Warns About Food Poisoning

Lunchroom supervisors and managers were recently warned by Mrs. Anne W. Maley, State Supervisor, School Lunch Program, about serving foods that might have spoiled because of the lack of proper refrigeration. This warning by Mrs. Maley followed a report of food poisoning in one of the schools which served chicken salad.

"Lunchroom supervisors and managers should be warned against attempting such mixes," Mrs. Maley said, "and also in regard to proper refrigeration of all foods that might be subject to spoilage or could cause food poisoning.

"The State Board of Health has just furnished us with a report on home canned foods found in school lunch storerooms in the State. Some cans of such food were found to have bulging ends, a good sign of spoiled food.

"May we recommend that schools be advised not to accept any home canned products except where it is known to have been canned in a cannery under proper supervision."

## H. S. Students May Win Trip to Europe

High School students in all recognized public, private and parochial schools in the United States or territorial possessions are eligible to compete in the annual contest of the American Association for the United Nations, which this year will be co-sponsored by the National Broadcasting Company.

The contest will start April 1, when written examinations on the U. N. will be given in local high schools. State winners will be selected April 29, and national winners chosen not later than May 20. A trip to Europe will be the first prize. A complete list of prizes will be announced soon.

The contest has become, in many schools, an established part of classroom work on international relations. Special material will be sent free of charge to each school registering for the contest with A.A.U.N. headquarters, 45 East 65th Street, New York. Study material this year will include a revised history of the U. N., as well as the U. N. Charter and a series of special broadcasts on NBC.

This 23rd annual contest was formerly based on the League of Nations. With the U. N. General Assembly decision to ask member nations to include U. N. Study in school curricula, the contest has gained fresh impetus in the past two years.



## Committee Announces Boys and Girls Week

*National Boys and Girls Week* will be observed throughout the United States and Canada from April 30 to May 7, 1949. The celebration will mark the 29th annual observance of this youth event.

With the theme, "Building for Citizenship," the program is designed to focus the attention of the public on the interests, activities, and problems of youth. It calls attention to the organizations and programs serving their needs, and seeks to arouse the interest of the entire community in supporting measures to strengthen and insure the development of all boys and girls.

The activities planned for the observance emphasize factors in the growth of youth, including citizenship training, education, recreation, occupational guidance, home life, religious education, health and safety, understanding among nations and peoples, conservation of natural resources, and membership in boys' and girls' organizations. Suggested daily programs for the week include:

Citizenship Day—Saturday, April 30  
Day in Churches—Sunday, May 1  
Day in Schools—Monday, May 2  
Health and Safety Day—Tuesday, May 3  
United Nations Day—Wednesday, May 4  
Careers Day—Thursday, May 5  
Family Day—Friday, May 6  
Day of Recreation—Saturday, May 7

## Department Surveys Guilford Schools

A survey of the high schools of Guilford County was made recently by staff members of the Department of Public Instruction, with a view of making recommendations as to possible consolidation. The county has 15 high schools for white students and three for Negroes.

The committee from the Department was composed of the following: Dr. J. Henry Highsmith, Director Division of Instructional Service, Chairman; J. L. Cameron, Advisor in Physical and Health Education; George W. Coggin, Supervisor of Trades and Industries; A. B. Combs, Supervisor of High Schools; G. H. Ferguson, Assistant Director of Division of Negro Education; J. Warren Smith, Director Division of Vocational Education; and A. L. Teachey, Supervisor Veterans Farmer Training Program.

## Edpress Newsletter Lists Ten Major Educational Events of 1948

The following are given by Edpress Newsletter as the ten major educational events of 1948:

1. Decision of General Dwight D. Eisenhower to join the educational profession.
2. Election of an Administration and Congress friendly to teachers and public education, and pledged to enacting far-reaching social welfare legislation.
3. Higher education's triple-miracle of holding the veterans through the junior and senior years, attracting new flocks of younger students from the high schools, and accommodating a new peak of 2,410,000 students.
4. Resignation of Commissioner of Education Studebaker from the Office of Education—one incident in a series of protests against political control of education.
5. The 8-1 Supreme Court decision prohibiting religious instruction in public schools.
6. Introduction of sodium fluoride for children's teeth—the first national concern shown for dental health of children in our history.

7. Intensified struggle between labor and management for control of education and the mind of the student—witnessed by intensification of school-relations programs of the National Association of Manufacturers, U. S. Chamber of Commerce, AFL, and CIO.

8. Passage by the U. S. Senate of the Federal aid to education bill—the first positive act by the Congress on an issue which had been pending for a quarter of a century.

9. The persistent and frequently successful effort of Negroes to get what they believe is their rightful share of "equal education" in public and higher educational institutions.

10. Re-awakening to the need for creative citizenship education—exemplified by such projects as the Freedom Train tour and the zeal for democracy activities in Pennsylvania, Nevada, Virginia, Rhode Island, and New Hampshire.

## School Lunch Program Has Grown Larger

North Carolina's School Lunch Program has more than doubled since its beginning in 1943-44, according to a recent analysis of the program today as compared with 1943-44 made by Mrs. Anne W. Maley, State Director.

The State's program of furnishing lunches to school children is reckoned from 1943-44 when Federal Aid was first provided. That year there were 549 schools approved for operation. Federal funds in the amount of \$760,628 were used to promote the program. Nearly 11 million lunches were served, 69 per cent with milk, at an average price of ten cents each.

Last year 1,287 schools participated in the School Lunch Program, with an expenditure of \$2,632,032 in Federal funds. Approximately 36½ million lunches were served, 87 per cent with milk, at an average price of 20 cents each. Total cash expenditures from all sources amounted to \$8,517,773.

According to Mrs. Maley, there still is a great need for expanding the program. Less than half of the schools have lunch facilities. Nearly three-fourths of the school children have lunch facilities, 86.6 per cent white and 41 per cent Negro. There is a great need for trained personnel for supervising and managing the lunchrooms.

## 5,380 Buses Operating

This year there are 5,380 buses used in the transportation of children to and from school, according to tabulation recently made by the Division of Transportation of the State Board of Education. These buses make a total of 8,290 trips daily.

Divided as to race there are 4,338 buses used in transporting white children, 45 used exclusively for Indian children, and 997 used for Negro children. Buses used for transporting white children make 6,638 trips a day; buses transporting Indians make 76 trips; and buses used by Negroes make 1,576 daily trips.

## Dept. Issues Book Lists

Two book lists—one "Books About North Carolina" and the other "Books By and About the Negro"—have been issued by the Department of Public Instruction.

The first selects those books listed in the NECA Library Book Catalogue for 1948-49, with additional references of books, periodicals and articles. The second is a revision of a similar list prepared in 1944. With the exception of additional references, these also appear in the XCEA Catalogue.

Copies of the lists may be secured from Eloise Camp, School Library Adviser, State Department of Public Instruction, Raleigh, N. C.

## Facts on Teacher Situation Presented to General Assembly

In a brief presented in connection with the hearing on public school appropriations before the Joint Appropriations Committee of the General Assembly on February 3, facts concerning the teacher situation were presented by State Superintendent of Public Instruction Clyde A. Erwin.

This brief showed first a comparison of the training of State-allotted white teachers employed in 1947-48 with those employed in 1941-42. In 1941-42, the brief showed, 93.8 per cent of the white teachers had four or more years of college education. In 1947-48 this percentage had dropped to 82.33. Or stated in another way there were 1,022 white teachers with less than four years of college training in 1941-42 as compared with 2,809 in 1947-48.

This brief further points out that it is the rural child that is paying the greatest price for the lack of qualified teachers. In 1940-41 the percentage of white teachers in county units who had four or more years of college training was 90.3, which in 1947-48 had dropped to 75.5 per cent. In city units, on the other hand, the percentage in 1940-41 was 97.1 and 95.1 in 1947-48.

Another part of the brief gave figures on the percentage of men teachers. Back in 1886-87, 55.7 per cent of all teachers employed were men. This percentage has decreased considerably since that year, to 36.6 per cent in 1904-05, to 21.8 per cent in 1914-15, to 16.3 per cent in 1924-25, to 14.4 per cent in 1934-35, and to 7.5 per cent in 1944-45, the depth of the war period. In 1946-47 the percentage of men teachers had risen to 10.6.

There is an annual demand, the brief showed, for 1515 elementary and 1000 high school white teachers. In other words, the teacher replacements represent about 13 per cent of the total. The supply of teachers necessary to meet this demand is entirely inadequate. The senior colleges of the State expect to graduate only 238 elementary teachers in 1948-49. Only 257 were graduated in 1947-48, and only 647 in 1940-41. This shortage of the necessary new teachers needed each year will grow worse until there is a very substantial increase in teacher output, the brief pointed out.

One way to help secure and hold better qualified teachers is to increase the compensation which teachers receive. A request for sufficient funds, therefore, was made in order to pay teachers with an A certificate a beginning salary of

\$2400 annually. "We do not believe a salary schedule lower than this can give us the kind of teachers we need, and in sufficient quantity. Teaching cannot become a life career unless and until the compensation is adequate on a par with other professions."

## Barden Heads Sub-Comm. On Federal Aid To Education

North Carolina's Third District Congressman Graham A. Barden heads the House Subcommittee on Federal Aid to Education. Other members of this committee are: John S. Wood of Georgia, John F. Kennedy of Massachusetts, Wingate H. Lucas of Texas, Charles R. Howell of New Jersey, Hugo S. Sims of South Carolina, and Tom Slead of Oklahoma, all Democrats; and Walter E. Brehm of Ohio, Carroll D. Kearns of Pennsylvania, Ralph W. Gwinn of New York, and Thurston Bellard Morton of Kentucky, Republicans.

This committee will largely determine the fate of school measures pending in the 81st Congress. It is anticipated that Congressman Barden will provide the committee with vigorous and effective leadership.

## Ten Qualities of the Ideal Teacher

Dean W. E. Peik, University of Minnesota (Prepared for the Bowling Green, Ohio, conference on education for teachers—the results of a survey participated in by 408 people in 46 states.)

1. Appreciation of humanity, the values of the individual.
2. Emotional stability and adjustment.
3. Native ability with adequate professional training.
4. Intelligent alertness and curiosity.
5. Pleasing personality and appearance.
6. Love for democratic processes.
7. Crucial thinking and objectivity.
8. Healthy physical and mental views.
9. Knowledge of important trends and philosophies.
10. The importance of human relationships.

## Rehabilitation Ass'n To Hold Regional Meeting

Region III of the National Rehabilitation Association will hold its annual conference at Jackson's Mills, West Virginia, May 23-27, it is announced by Charles H. Warren, North Carolina's Director of Rehabilitation. Region III comprises the states of North Carolina, Maryland, Virginia, West Virginia and the District of Columbia.

An excellent program of interest to all employees in both public and private agencies has been arranged. Mr. Warren states, including recreation and entertainment during the late afternoon and evening hours. Picture bulletins of the 4-H camp where the conference will be held and instructions concerning transportation arrangements may be secured from Mr. Warren.

## Schools May Get Help From Social Security Offices

Assistance in discussing social security issues in civics and history classes may be secured from the various local social security offices of the State, it is stated by John H. Ingle, State Manager of the Social Security Administration.

"A representative from the local social security office will be available to discuss social security upon the request of the teacher or the principal," Mr. Ingle said.

The Social Security Administration is responsible for the administration of the Old Age and Survivors Insurance part of the Social Security Act. This work is carried on through 475 field offices throughout the United States. There will be considerable discussion of Social Security in the 81st Congress, as many bills have been introduced to amend the present law to extend coverage and raise benefits. There are also several plans to add temporary and permanent disability insurance as well as health insurance. These issues are touched on in civics and history classes in many of the schools in the State.

Local offices and managers are as follows: Asheville, Dewey W. Lambert; Charlotte, Lone T. Proctor; Durham, Mrs. Nina H. Matthews; Fayetteville, Vernon D. Herbert; Gastonia, Miss Natley Maddox; Greensboro, W. L. O'Brien; Hickory, Don W. Marsh; High Point, E. Clyde Thomas; Rocky Mount, Marshall H. Barney; Salisbury, Louis N. Clement; Wilmington, Nicholas A. Avera; Winston-Salem, Mrs. Ruth G. Duffly; and Norfolk, Va., Joe Morrison.

## League Announces Easter Seal Design Contest

The Annual Easter Seal Design Contest is announced by the North Carolina League for Crippled Children.

For the four best designs by North Carolina high school students cash awards will be presented: \$25 as a first prize, \$10 as a second, and \$5 each for third and fourth place entries. The four winning designs will then be forwarded to Chicago for entrance in the National contest.

Contest rules have been furnished all high school principals.

All designs for the contest must reach the office of the League in Chapel Hill by March 30.

## All States Receive Federal Funds for Education

Contrary to general knowledge, all the states, three territories (Alaska, Hawaii and Puerto Rico), and the District of Columbia receive funds from the Federal government for educational purposes. It is true that the major portion of these grants, which for regular school purposes totaled \$84,471,299.99 for the fiscal year 1947-48, was for higher education; but the public schools themselves were paid a total of \$25,035,122.40 for operating programs of vocational education.

In addition to these regular appropriations, the states, territories, and the District of Columbia received funds for what were termed "emergency school purposes." These included \$54,000,000 for school lunches, \$6,646,340 for schools in war-congested areas, and \$2,122,292.440 for the education and training of veterans. Besides these cash appropriations, millions of dollars worth of surplus property were donated to the schools and colleges.

North Carolina received a total of \$3,141,060.19 of the total funds allotted to the states for regular school purposes. These funds were divided as follows: \$110,762.80 for more complete endowment and support of land-grant colleges, \$277,435.09 for agricultural experiment stations, \$1,279,980.64 for co-operative agricultural extension service, \$831,006.66 for vocational education below college grade, and \$641,275 for vocational rehabilitation. In addition this State received from the funds appropriated for emergencies: \$2,584,366 for school lunches, \$32,835 for schools in war-congested areas and \$58,090.877 for the education and training of veterans. (The two last purposes are for the 1946-47 fiscal year.)

## AASA Urges School Plant Expansion

Expansion of the school plant to provide space and facilities for an educational program that will meet the needs of all children, youth and adults in every community is urged by a national commission of the American Association of School Administrators in a report released last month.

The 525-page report, *American School Buildings*, describes the latest developments in school building design, construction, heating and ventilation, lighting and color, building materials, and furniture and equipment.

Designed to aid communities throughout the nation which are struggling to meet increased demands being made upon their schools, the report outlines methods of improving services as rapidly and efficiently as possible. Topics covered include the school board's responsibility for the educational plant, economies in construction and design, rehabilitation of buildings, financing the plant construction program, and major steps in building a school.

Definition of the scope and quality of the community's educational program is described as the first step in improving school services. Among questions which communities must answer are: What age groups shall the schools serve? Shall there be school opportunities for the three-to-five-year-old children? Shall there be small primary schools for young children and junior colleges for ages eighteen to twenty? How shall future grades one through fourteen be organized? What educational services shall be available for adults? What activities and subject matter shall constitute the curriculum for each group of learners?

"In small communities," the A.A.S.A. points out, "it is fully as important as in the larger districts to give careful consideration to the problem of defining and planning the ultimate school plant. Many small American school districts have neither adequate financial means to build the schools they need nor the number of pupils necessary to make a really first-class high school or elementary school.

"Consolidation of small districts into larger units seems to offer at least a partial solution for this situation. . . . One high school, planned to serve two or three contiguous districts, is far more economical to build than two or three small schools with duplication of costly facilities. Furthermore, better educational programs are possible in larger schools because of more diversified facilities and curriculum.

"Another trend to which attention must be given," continues the report, "is the increase in the use of the school as a community building. This is a revival in modern urban America of the community function that the 'little red schoolhouse' served in pioneer rural America."

Examples of school-community provisions are: the auditorium and the gymnasium which can be used by both groups; "all-purpose" rooms which can be used by the school orchestra and band, by Boy and Girl Scouts, mothers' groups, and for many other school and community activities; and playgrounds and recreational facilities.

## Business Leaders Want More Long-Time Planning

Boards of Education and administrators are facing the demand on the part of sound business leaders that more information be available and that more long-time planning be carried on with respect to public education. Guy B. Phillips, executive secretary of the North Carolina School Board Association, stated recently.

According to Mr. Phillips, "There has been too much temporary and hit or miss planning of the public school system. It is intimated that an expenditure of \$150,000,000 in North Carolina within the next few years demands a great deal more foresight and planning than has characterized the program in the past.

"It has been encouraging to note the increased number of school boards requesting a thorough survey of physical facilities and in many cases instructional programs. Those school boards which are foresighted enough to get this program underway will profit greatly if and when legislation is completed to provide State assistance for school building. It is apparent that any allocation of any State funds for capital outlay will be based on a very thorough analysis of the needs and an application of sound principles of educational and business practice to the system.

"One of the best ways of getting a survey is to have local administrators, teachers, and citizens begin a self-survey with guidance from some professional leadership. The State must know how many buildings it needs, what type of buildings it needs, and where these buildings are to be located to the best advantage of boys and girls."



# Variation in Ability of Counties Indicates Need For State Building Aid

"The wide variation in the ability of the 100 counties of the State to finance suitable facilities constitutes the major school building problem in North Carolina."

This was the chief point made by the State Board of Education in its brief in presenting a request to the Joint Appropriations Committee on February 2 for \$50,000,000 to aid the counties in meeting the needs for a \$150,000,000 school construction program. The Board from a study made two years ago had determined the need for such a program.

The wide variations between county ability were indicated as follows:

Average taxable property valuation per child enrolled for the State is \$3,678. Range in this respect is from \$1,035 in Ashe County to \$12,000 in Forsyth.

Only 26 of the 100 counties have as much as a \$3,678 valuation per child enrolled.

These 26 counties have 38 per cent of the children.

These 26 counties have 50 per cent of the taxable property valuation.

These 26 counties have an average \$5,179 taxable property valuation per child enrolled.

The remaining 74 counties have 72 per cent of the children.

They have an average valuation of taxable property of \$3,122 per child enrolled.

If these 74 counties were debt free and voted the maximum of five per cent for school building purposes, they could not meet their needs.

## Compare North Carolina With Massachusetts

Massachusetts, with an average daily membership of 562,871 pupils in 1947-48, spent a total of \$102,888,025.19 for the support of her public schools. The average cost per pupil in average membership was \$182.79. Massachusetts employed a total of 23,746 teachers, supervisors and principals, who were paid a total of \$70,276,026.54.

North Carolina, with an average daily membership of 815,527 pupils in 1947-48, spent approximately \$70,000,000 (exact figures not available) for the operation of the public schools. Average cost per pupil in average daily membership was about \$86.00. North Carolina employed 26,538 teachers, principals and supervisors, who were paid approximately \$55,500,000.

## Survey Shows State Minimum Entrance Ages

Minimum school entrance ages vary among the states, according to a recent survey by the Iowa State Education Association.

Most states, the survey shows, require that children be six years of age on or before the opening day of school or a reasonable time thereafter to enter the first grade. North Carolina and Alabama provide for school entrance if the child will be six years of age on or before October 1; Virginia's law is approximately identical, on or before September 30. Wisconsin has the lowest entrance age, four years.

A tabulation of these entrance ages in the states as revealed by the survey is as follows:

*First grade entrance age with states.*  
No minimum—Massachusetts.

4 years—Wisconsin.

5 years, 0 months—Iowa, Michigan, New Jersey, New York.

5 on or before Sept. 1—Nebraska.

5 years, 5 months—Kentucky.

5 years, 6 months—California, Pennsylvania.

5 years, 7 months—West Virginia.

5 years, 8 months—Kansas, Louisiana, Minnesota, New Mexico.

6 years by January 1—Indiana, Vermont.

6 years by December 31—Arizona, Maine, Nevada, Oklahoma, Tennessee.

6 years by December 25—Ohio.

6 years, 9 months—Delaware, Florida, Illinois.

6 years by November 1—South Carolina.

6 years by October 1—Alabama, North Carolina.

6 years by September 30—Virginia.

6 years by September 1—South Dakota, Wyoming.

6 years, 0 months—Arkansas, Colorado, Connecticut, Georgia, Idaho, Maryland, Mississippi, Missouri, Montana, North Dakota, Oregon; Texas.

No ages specified by law—New Hampshire, Rhode Island, Utah (usually 6 years on or before October 31).

Varies—Washington (6 years or 6 by December).

A count shows that 27 states have a lower school entrance age, one has the same, and 19 have a higher age than does North Carolina.

## Boards Have Responsibility For Teacher Improvement

Calling attention to the responsibility of local boards of education for the improvement of the training of professional personnel was the purpose of one of the resolutions passed by the National School Boards Association at its 1948 annual meeting in Atlantic City.

This resolution pointed out that industry and business assumes responsibility for the improvement of their personnel by allowing time off for further training with pay and in many cases full or partial payment of the cost of further improvement. At the present time, in most states, the responsibility for professional improvement which is required by law must be paid for by the teacher who does the work on his or her own time. There are very few cases in which the local boards of education have assumed responsibility for providing leadership to improve the quality of instruction of persons employed. There is every justification for providing leadership to improve the work of teachers and then to provide additional expense funds to enable teachers to carry on the work.

School boards can encourage professional improvement of administrators and teachers, it was pointed out, by an expenditure of a very small amount of money in comparison to the total cost of the school. It was further pointed out that in-service education of teachers should be initiated with a view of improving the quality of work carried on in the classrooms, and finally the improvement of the opportunity for children to grow.

## Source of the School Dollar, 1935-36, 1945-46

North Carolina gets its school dollar from State, county, local and Federal sources. The amount of the dollar from each source varies from year to year. According to a recent analysis by the U. S. Office of Education, the following comparison for two years is made:

	1935-36	1945-46
From State sources.....	\$5.1	69.3
From county sources.....	.....	17.7
From local sources.....	13.6	7.5
From Federal sources.....	1.3	5.5
TOTAL.....	100.0	100.0

Only Delaware and New Mexico exceeded North Carolina in the percentage of the school dollar from State sources in 1945-46.

# THE ATTORNEY GENERAL RULES

## Purchase of School Property on Partial Payment Basis with Annual Appropriation Plus Interest

*In reply to inquiry:* I received your letter of January 5, enclosing copy of a letter to you from Mr. Superintendent of Schools in..... County, in which Mr. writes you as follows:

"The Board of Education of..... County and the..... City Graded School Board have received an offer from the United Presbyterian Church of North America to sell the..... Institute property for \$65,000.00. This property is located in the city of..... and consists of fourteen acres of land and several school buildings which we are now using to house the city elementary school pupils.

"The two boards desire to know whether or not the Board of County Commissioners can include in its budget the sum of \$10,000.00 annually plus three per cent on deferred payments for the payment of this property until the total amount of \$65,000.00 has been paid.

"Our board meets on the 10th day of January and I hope you may be able to get the opinion in time for me to have it for this meeting."

"The purchase of the property by the county under the conditions recited in this letter would appear to be contrary to the decisions of our Court and statutes relating to such matters. In the case of *INSURANCE CO. v. GUILDFORD COUNTY*, 225 N. C. 293, a somewhat similar situation was presented. In this case the Court said that the Legislature has prescribed in the County Finance Act, Article 9, Chapter 153, of the General Statutes, the machinery by which a county may issue lawful and valid obligations for public purposes and necessary expenses, and pledge its faith. The Act applies to all counties.—G. S. 153-71.

The transaction which is indicated would be an obligation of the county to purchase this property on an installment basis, thereby committing the county to the debt thereby contracted. Whether or not notes or bonds are actually given for the purchase price would raise a question of a debt limitation and compliance with the statutory provisions for contraction of a debt of this character. See, also, *INSURANCE CO. v. GUILDFORD COUNTY*, 226 N. C. 441.

As Mr. .... states in his letter that he is anxious to have an opinion by next Monday, I am mailing

## Sale of School Property; Report of Sales to Clerk; Procedure Required; Recitals in Deed

*In reply to inquiry:* I received your letter of January 3, enclosing copy of a letter to you from Mr. Superintendent of Schools of..... County, in which Mr. asks several questions with reference to the sale of school property under the provisions of G. S. 115-86. I will try to answer these questions for you as submitted.

"1. What records of sale of school property is the Clerk of Court expected to keep?"

The statute does not require the clerk to make any record other than to keep in his file a report that is made of the sale of the property and to make it available for public inspection.

"2. Is the Clerk of Court expected to collect fees from the Board of Education in connection with such sales?"

No provision is made by law for the payment to the clerk of any fees in connection with such sales.

"3. What mention, if any, should be made in the deed of conveyance from the Board of Education to purchaser to show that in the sale of real estate the procedures required by law have been complied with?"

I think the deed should recite the steps taken to comply with the terms of the statute, that the report had been made after due advertisement, etc. I think the procedure as recited in your letter in paragraph four is correct, this procedure being as follows:

"Under procedure we have followed, the Superintendent of School advertises property following order of Board of Education, by newspaper and posting of notices, including in such notice the essential facts. Copy of notice, notice of sale having been held, and name of high bidder are filed with the Clerk of Court. If bid is raised in 10 days the procedure is repeated. If bid is not raised and the Board of Education considers the sale advantageous, regular deed of conveyance is made and proceeds of sale deposited with County Treasurer. No further notice is filed with Clerk."—Attorney General, January 8, 1949.

him direct a copy of this letter. I am also sending a copy to the County Attorney of..... County.—Attorney General, January 8, 1949.

## Compulsory Attendance; Applicability to Farm Children; Chapter 826, Session Laws 1945

*In reply to inquiry:* I appreciate your letter of the 20th in which you called my attention to the opinion heretofore expressed by me as to the applicability of Chapter 826 of the 1945 Session Laws to children residing on farms.

I have discussed this question with the Attorney General and he agrees with me that for the duration of the war and six months thereafter, the 1945 Act in no wise affects school children fourteen years of age and older residing on farms or engaged in commercial fishing or fisheries.

However, in reviewing the opinion which I wrote to Mr. ...., I find that I inadvertently referred to school children of the age of fifteen years or older who reside on farms when I intended to say children of the age of fourteen years or older and who reside on farms or engaged in commercial fishing or fisheries are not affected by the 1945 Act during the duration of the war and six months thereafter.—Assistant Attorney General, January 26, 1949.

## No Statutory Authority for Local School Board to Require Birth Certificate as Condition Precedent to a Child Entering 1st Grade

*In reply to inquiry:* I acknowledge receipt of your letter of August 30, in which you make the following inquiry:

"Does the..... School Board have a legal right to require each first grade student (or parents of such student) to file with the school authorities a certified copy of such student's birth certificate?"

You state that you have considerable doubt as to the legality of such a requirement, because the student is required to pay a fee of fifty cents for such birth certificate.

I know of no statutory authority for the..... School Board to make such a requirement. I have discussed the matter with Dr. Clyde A. Erwin, State Superintendent of Public Instruction, and he says that he knows of no school unit in the State which makes such requirement, and that he considers it a departure from general

(Continued on page 16)

## MAKING TODAY'S NEWS

Caswell. A resolution endorsing the report of the State Education Commission was introduced and passed last night at a meeting of the Parent-Teachers' Association held in Bartlett Yancey School auditorium at 7:30 o'clock.—Durham Herald, January 23, 1949.

Charlotte. With a tentative list of needed improvements costing nearly \$9,000,000, Charlotte school commissioners will meet Monday afternoon to determine where, if at all, the order can be trimmed.—Charlotte Observer, January 22, 1949.

Greensboro. Greensboro City schools have been held as an example of fairness in providing equal facilities for both white and Negro children, B. L. Smith, city school superintendent, said today.—Greensboro Record, January 28, 1949.

Durham. Schoolboy safety patrols and students in the city and county schools in which the safety education program has been organized by Sgt. Harold E. Bowles, recently appointed the full-time instructor in the program, are becoming more safety conscious now than ever before.—Durham Sun, February 2.

Pinehurst. Federal and State aid must be made available to enable cities to meet two of their major problems (adequate school facilities and improved thoroughfare), Sherwood Reeder, city manager of Richmond, Va., said here tonight.—Greensboro News, February 6.

Reidsville. Plans to organize and maintain a Reidsville City Schools Band and to install supporting courses in instrumental music in the local schools are moving forward with 151 students already registered for band work, C. C. Lipscomb, superintendent of Reidsville schools, said today.—Greensboro News, February 13, 1949.

Raleigh. A Raleigh "town meeting" designed to inform local citizens on North Carolina's education needs as set forth in the State Education Commission report will be held in Needham Broughton High School auditorium on Thursday, February 24, Joe Hardison, chairman of the Raleigh Chamber of Commerce subcommittee on education, announced yesterday.—Raleigh News and Observer, February 13, 1949.

### When a Feller Needs a Friend

(College President)

Such lack of preparation is a shame;  
Of course the high school teacher is  
to blame.

(High School Teacher)

By Hen! That boy's a fool!

The fault, of course, is with the  
grammar school.

(Grammar School Teacher)

Poor kindergarten blockhead! And  
they call

That preparation. Worse than none  
at all.

(Kindergarten Teacher)

Never such lack of preparation did  
I see;

What sort of person can the mother  
be?

(Mother)

You stupid child! But then you're  
not to blame;

Your father's family are all the  
same.

Contributed by Lester E. Cofran.  
Co-ordinator of Elementary  
Schools, Jamestown.

## School Board Association Favors Federal Aid

The North Carolina School Board Association endorsed the principle of Federal aid to education without Federal control at its annual meeting last November, according to Guy B. Phillips, executive secretary.

The nearly \$23,000,000 that North Carolina would receive under the proposed bill now before Congress will help raise the standards of education in this State, Mr. Phillips stated.

"In recent weeks there has been a tendency on the part of some people to feel that Federal aid is coming to relieve the State of its responsibility for public education. It should be made clear that when Federal aid comes to any state in the union, it is presumed and expected that this fund be used to supplement the limited program of education at the state level and not as a substitute for expenditures already made and those that should be made by the state.

"North Carolina cannot shift its burden of State support of public schools to the Federal Government. It can only expect the Federal Government to give to the children of the State an equal opportunity when all of the factors have been clearly defined and understood. Federal aid is not a substitute for, but a supplement to the efforts of states to carry the responsibility for education."

## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, March, 1944)

The annual meeting of the North Carolina Education Association will take place on March 22-24 in Raleigh, it was recently announced by the Secretary, Fred W. Greene.

During the school year 1942-43 the Division of Textbooks of the State Board of Education shipped library books for high school use valued at \$50,129.44, it is stated by E. N. Peeler, Director.

The 133 Indian teachers of Robeson County recently organized for the purpose of holding regular professional meetings.

The Weldon white school children have sold \$80,539.75 worth of bonds.

### 10 Years Ago

(N. C. Public School Bulletin, March, 1939)

One thousand prisoners, most of them under 30 years of age, are now crumpled in WPA and State-Aid Adult Education classes.

In a number of schools throughout the State a new type honor roll, called the citizenship honor roll, is being tried out.

The Student Organization of Seaboard High School sponsored a Student Visitation Day, the purpose of which was to promote a more friendly relationship among the schools of Northampton County, to discuss school problems, and to stimulate the understanding of youth's modern issues.

Standard First Aid certificates have been given 1,554 men and women in North Carolina who have completed the First Aid courses conducted by the WPA Education Division in collaboration with the American Red Cross and WPA Safety Division.

## THE ATTORNEY GENERAL RULES

(Continued from page 15)

administrative practice as to the admission of first year students to school.

As you know, the statutes do authorize local school boards to make rules and regulations affecting the operation of public schools in their units, but such regulations would be subject to approval by the State Board of Education. I do not think that the..... School Board could require, as a condition precedent to a child entering school, a birth certificate for which he has to pay a fee of fifty cents, unless the local unit adopts a regulation and same is approved by the State Board of Education.—Attorney General, September 15, 1948.



# NORTH CAROLINA PUBLIC SCHOOL

... Published Monthly by the State Department of Public Instruction ...

# Bulletin

APRIL, 1949

RALEIGH, NORTH CAROLINA

VOL. XIII, No. 8

## SHIFTING POPULATION CREATES PROBLEM FOR SCHOOLS

The movement of some 12 million men and women into the armed services during World War II initiated mobile living habits in the United States which point to greater internal population shifts in the future than occurred during pre-war years.

This continuing population mobility, the National Education Association asserts in a report issued recently, makes education in the United States increasingly a responsibility which the national government must share with the states and local communities.

"Nearly 8,000,000 civilians," the report points out, "relocated across state lines between December 1941 and March 1945. After the war was over, people kept on moving. Almost 6,000,000 civilians established new residences in other states in the first six months of peace; two-thirds of these were either persons who had not moved during the war, or wartime migrants moving on to new places."

In a foreword to the report Willard E. Givens, executive secretary of the NEA, states: "Equality of responsibility for the general welfare, each according to his capacity, in peace and in war, always has been a part of the American tradition. . . . On far-flung battle fronts men by the millions recently faced death and many actually gave their lives believing that their country would do a better job in the future; that a way would be found to give their children, their younger brothers and sisters, and all other children an equal educational opportunity and a fair start in life.

"The heaviest burden of paying for World War II and for the postwar reconstruction in which we are engaged will be laid by the Federal government upon those who are now the nation's youth. It is clear that the Federal government has a definite responsibility to help educate its citizens. The plain fact is that the common-sense American way to meet this responsibility is for the Federal government to help the states finance their educational programs and at the same time leave the control of the schools entirely with the states and local communities."

## State Would Get Nearly \$4,000,000 Federal Bldg. Aid

North Carolina would get \$3,676,699 under S. 287 now before the Senate Committee on Labor and Public Welfare.

This measure, which has the support of the Council of Chief State School Officers, has the following provisions:

Preparation of drawings and specifications, awarding of contracts, and constructing operations will be directed by the local public administrative body which under the law is authorized to plan and construct tax-supported and publicly administered elementary and/or secondary school facilities.

The State educational agencies are delegated powers to administer the provisions of the Act within States. There shall be paid to each State an amount equal to its Federal percentage (within a 40 to 60 percent range) of the total expenditures by the State agency (and found by the Commissioner to be necessary) for administering the State plan.

The U. S. Office of Education is designated as the administrative agency; granted authority to adopt regulations necessary for carrying out the provisions of the Act; and authorized, with the consent of the State agencies, to furnish expert consultative services to the State agencies. Funds are authorized to be appropriated to the Office of Education for expenses of administration.

The bill authorizes these funds:

- (1) For fiscal year beginning July 1, 1949:
  - (a) \$2,000,000 for the Territories and dependencies.
  - (b) \$98,000,000 for the States and D. C.
- (2) For each of the next five fiscal years:
  - (a) \$1,000,000 for the Territories and dependencies.
  - (b) \$490,000,000 for the States and D. C.

## University Will Hold School Building Conference

The School of Education of the University of North Carolina in cooperation with the Division of Schoolhouse Planning of the State Department of Public Instruction will hold the first Annual School Buildings Conference at Chapel Hill, July 25-29, 1949.

Dr. N. E. Veles, Specialist for School Plant Management, of the U. S. Office of Education, will be a consultant. The North Carolina Chapter of the American Institute of Architects and the Associated General Contractors of North Carolina will have a number of representatives present during the week.

There will be general sessions and group discussions based upon individual interests and needs. The conference will be divided into five discussion groups: Group 1, Planning School Buildings; Group 2, Construction Problems; Group 3, Care and Maintenance of Buildings and Equipment; Group 4, Alterations and Repairs; and Group 5, Financing Building Programs.

The conference will be limited to 100 participants. Superintendents and members of school boards are being given first consideration. Dr. W. E. Rosenstengel, Professor of Education, has charge of the conference.

In addition to this Building Conference, the University will hold a Library Work Conference, probable date July 25 to August 13, and a Conference on Elementary Education June 27-29. Also courses in statistics, public welfare and social work, and other subjects will be offered during the Summer Session.

## Features

	Page
Shifting Population Creates Problem for Schools.....	1
Superintendent Erwin Says.....	2
The 49,568.....	3
Weaver Reviews Resource-Use Education.....	4
Employment of "Teen-Agers Shows Increase.....	5

## *Superintendent Erwin Says . . .*

A number of complaints relative to the transfer of student records have been received by me recently. All these complaints center around the fact that when records are requested either no reply at all is given or an inadequate statement is made that the student concerned attended the school and that "so-and-so" was his teacher.

In this connection I wish to state that this sort of treatment of this imporant part of school work disturbs me very much. In the system of records which have been devised there is ample provision, it appears to me, for record keeping and for the transfer of records from one school to another when a pupil moves. A note in the register states that "when a pupil is transferred during the year a copy of his individual record to date should be sent to the school to which the pupil is transferred." Those schools that use the cumulative record folder form are requested to send along a duplicate copy of the record when the pupil leaves to attend another school. It is suggested that this record be sent through the mail upon request of the receiving principal. There has also been devised a uniform high school transcript form for convenience in transferring high school credits. All of these forms may be obtained from the superintendent's office.

Since ample procedures are available for the transfer of student records, there should be no complaints on this question. Common courtesy demands that a reply be given to requests of this sort, and the importance of the matter dictates that a copy of the pupil's actual record be furnished when requested by the responsible school authority, who in most instances would be the school principal.

I hope, therefore, that principals and others, when they are called upon to furnish the record of a transferred pupil, will dispatch the record requested within a reasonable time to the school official requesting same. Let's remember that record keeping is important and that the transfer of records is essential to the efficient operation of the schools.

### **NORTH CAROLINA PUBLIC SCHOOL BULLETIN**

**VOL. XIII, No. 8**  
**April, 1949**

**CLYDE A. ERWIN**  
State Superintendent of Public Instruction

#### **EDITOR:**

**L. H. JOBE**  
Director, Division of Publications



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# *Editorially Speaking*

## **The 49,568**

Records show that 855,853 children enrolled in North Carolina public schools during 1947-1948. On the last day of school, membership that year was 806,285. This indicates that 49,568 children dropped out of school sometime during the year. This number appears to be typical for recent years.

No study has been made to determine what becomes of this annual loss to the schools and to the State in educated citizenship, or as to why this number of school children drop out of our schools each year. We have a clue, however, as to the answer to the latter part of this query in replies made by 440 boys and girls who quit school in Louisville, Kentucky. These 440 pupils gave four principal reasons why they left school: dissatisfaction with school, economic need, lure of job and marriage. Nearly half of the number left, so they said, because of the first-named reason. And here are the dissatisfactions given: failing grades (discouraged), dissatisfied with courses, dislike of teachers or teaching methods, dislike of social relations (non co-ed system), unable to adjust after transfer, discipline, and dislike of school generally.

We have presented these reasons not so much to find the answer to why 49,568 children drop out of schools as to show the need for more guidance in the schools, someone who will counsel with each pupil before withdrawal becomes permanent. A proper understanding of what lies behind the reasons for quitting school in time should lead to adjustments that would prevent a large percentage of drop-outs each year.

## **We Grow**

We have recently increased our mailing list by adding names of school board members. This was done at the request of the North Carolina School Board Association and with some financial aid from that organization. We were glad to do this because we believe that board members as well as those actually engaged in school work should have as much knowledge as possible about the schools. We were also honored by having this organization feel that the BULLETIN could help in a small way to inform board members about

## **Dollar Values**

Although we are all aware of the fact that education has more than dollar values, we realize also that non-material or psychological values in order to be implemented must also be accompanied by a certain position of material values. In this connection we recall that a survey printed in 1943 estimated that the average life earnings of a grammar school graduate are \$45,000; of a high school graduate, \$78,000; and of a college graduate, \$150,000. In a recent survey by TIME researchers, it was disclosed that the college graduate is 15 times more likely to make \$10,000 a year than the non-college man. The chances are two in three that he makes at least \$4,000.

The time will probably never come when all men can be college graduates, or perhaps not even high school graduates. However, education and training are certainly becoming more widely available to everyone, and the citizens as a whole have raised their educational level. As our educational level has increased, we have increased our prosperity. In other words, the seeds of knowledge have enabled us to reap abundant profits in terms of better living for a greater number of people.

## **Long Record**

We recently had an inquiry from the State of Washington as to the teacher with the longest record of service. It was stated that Washington would retire this year a man who started teaching 60 years ago and had taught 53 years of the 60.

Now we seem to have seen in the papers or heard of some teacher in this State who has had as long a record as this man in Washington, but we can't recall the name of the person or the county in which he is employed. We shall appreciate it, therefore, if a principal or superintendent having a teacher in his employ with records of over 50 years will send his name, birth date, and length of service to the editor.

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school matters. We appreciate the opportunity to serve each individual on a school board and the State by our enlarged mailing list.



## Weaver Reviews Resource-Use Education

The work of the Resource-Use Education Program in North Carolina is reviewed by Dr. Richard Weaver, Program Director, in News Letter No. 6 for October, November, December and January.

The first two years of the program has been an experimental program financed by a grant from the General Education Board as a part of the Department of Public Instruction. Beginning July 1 the Program becomes a permanent part of the Department by State appropriation.

During the past two years, Dr. Weaver states, "eight colleges, a hundred or more schools, thousands of teachers and pupils, and some fifty agencies have participated in the projects undertaken."

Some of the projects completed during the initial two years include:

1. Establishment of seven area centers with eight teacher training institutions serving as headquarters.
2. Area conferences—fall 1947—of school personnel, college faculty and agency representative to organize area committees and select participating schools.
3. Statewide committee of thirty to participate in the Southern States Work Conference resource use education project and to utilize the reports.
4. Initiation of school projects in many of the Participating Schools.
5. Five Summer Workshops in 1948 with an enrollment of 277.
6. Committee on Resources to prepare a section of the North Carolina Education Commission's Report to the Legislature. Individual reports prepared for each of the major resources area.
7. Survey of 200 school projects in Resource Use Education.
8. Nine county and city workshops and courses in Resource Use Education with an enrollment of 456.
9. Three day statewide Resource-Use Education Conference, September 1948, with 125 in attendance to evaluate the program and to plan for 1948-49.
10. Area Conferences—Fall 1948—to report progress of projects in the Participating Schools.
11. Distribution of a regular News Letter, packets of bulletins, and other materials to schools, 750 educators and resource leaders.
12. Team participating in Regional Resource-Use Education Conferences at Daytona, Florida; Gatlinburg, Tennessee; Chapel Hill, North Carolina; and Tuskegee, Alabama.

### Story

Justice Oliver Wendell Holmes once said that all men are divided into three groups—one-story intellectuals, two-story intellectuals, and three-story intellectuals with skylights.

"Apply this to educators," said Guy Stanton Ford, dean of Washington educators and head of the American Historical Association. "All fact collectors, and those who teach facts only, are in the first-story group. Two-story men compare, reason, generalize and use the labor of the fact collectors. Three-story men idealize, imagine, predict. Their illumination comes from above, through the skylight, as Holmes said. In teaching, school administration, and research we need more three-story men."—*Educators' Washington Dispatch*.

13. Preparation of special articles for State and national educational magazines and manuscripts for radio shows on resource-use education.

#### *Projects and Activities Underway*

14. Preparation of a Directory of all State and federal resource agencies interested in assisting with the school programs.

15. Preparation of a Guide on Resource-Use Education to suggest activities, projects and references.

16. Visitation to Participating Schools by resource personnel to assist in initiating and evaluation projects.

17. Demonstration meetings at Participating Schools to make the results of current projects available to other teachers.

18. Summer Workshops at four of the Area Centers in 1949.

#### *Projects Planned for Expansion of the Program*

19. Expansion of the area program into the southwestern counties centered at Charlotte for more complete coverage of the State.

20. Teams of consultants from resource agencies and colleges to assist with special series of county resource use meetings for teachers and administrators.

21. Preparation of special resource bulletins, stories, and teaching outlines based on school projects.

## Miss Camp Completes Plans For School Library, Audio-Visual Clinic

Plans for the School Library Audio-Visual Clinic, to be held at the University of North Carolina August 1-19, have been completed, it was recently announced by Eloise Camp, School Library Adviser of the State Department of Public Instruction.

Miss Camp stated that Margaret Rufsold, Chairman of the Audio-Visual Aids Committee for the American Association of School Librarians and Associate Professor in the Library Science Department at the University of Indiana, will be the Director. Consultants from the University of North Carolina will also be available.

This workshop is being sponsored by the School of Education and the School of Library Science at the University of North Carolina with the cooperation of the State Department of Public Instruction. It is designed to give librarians a working knowledge of the audio-visual program with particular emphasis on enriching the school curriculum through the use of these materials. The work will give three hours of credit in Education 267 for renewal purposes; candidates for the M. A. degree in Education may secure credit if the work is approved by their advisors. The estimated expense of the workshop will be sixty dollars for registration, room and board.

## Committee Recommends Welfare Department

Creation of a Department of Welfare was recommended to the House of Representatives February 15, 1949. The recommendation was made by the House Committee on Expenditures in the Executive Departments in reporting HR 782 favorably for House consideration.

The bill, which has Administration support, "converts the Federal Security Agency into an executive department to be known as the Department of Welfare. . . . It neither adds to nor subtracts from the functions now performed by the Federal Security Agency." The powers and functions of FSA are conferred upon the Secretary of the new Department. These he can delegate as his judgment may determine to an Under Secretary and two Assistant Secretaries. The general provisions of HR 782 are believed to be in line with recommendations, as yet unannounced, to be made by the Hoover Commission.

## How Well Are Indian Children Educated?

If you are interested in the answer to this question, a 182-page mimeographed bulletin by the same title recently issued by the Bureau of Indian Affairs, U. S. Department of the Interior, will give it to you.

The bulletin was prepared by Dr. Shailer Petterson, formerly with the University of Chicago and now with the American Dental Association. It is a report on a three-year testing program to determine the educational success of pupils in Federal Indian schools compared to the success of Indian pupils attending mission and public schools in adjacent areas. Copies may be obtained from Haskell Institute, Lawrence, Kansas, at \$1.00 each, postpaid.

## Navy Offers Scholarship

The Navy offers a four-year scholarship in any one of fifty-two universities and colleges to young men who qualify through a nation-wide test, given early in December each year. The deadline for application is November 15 each year.

This scholarship provides tuition, fees, and books plus \$600.00 cash a year to those selected. Graduates are commissioned ensign, U. S. Navy, or First Lieutenant, U. S. Marine Corps. In return, the student must agree to serve two years in the Navy upon completion of his college course and remain in the active Naval Reserve for an additional four years.

During college the student takes any course leading to a baccalaureate or higher degree and, in addition, twenty-four semester hours of Naval Science subjects. He makes two summer cruises and has one tour of aviation duty, each of about six weeks duration. The student must also complete mathematics through trigonometry and college physics by the end of his sophomore year in college. For this reason it is a good idea for a high school student to make up his mind as early as possible about entering the NROTC program in order that he may study in high school mathematics and other subjects that will assist him in passing the college courses.

The physical examination is strict and the requirements are listed in a pamphlet that each high school principal has on file. Listed in this pamphlet also are the exact procedures and other requirements necessary to qualify for the Navy scholarship.

## Employment of 'Teen-agers Shows Increase

Employment of 'teen-age youths in North Carolina industry has dropped to nearly one-third of the wartime peak of 1941 but is 166 per cent higher than it was ten years ago, State Labor Commissioner Forrest H. Shuford reported recently.

"The number of minors under 18 years of age certified for industrial employment has shown a decrease every year since 1944," Shuford said. "Despite this continuing drop, however, more than two and one-half times as many minors entered industrial jobs last year as were certified for employment in 1939."

The Labor Commissioner attributed the increase largely to the war and post-war expansion of employment opportunities, compared with the very restricted job market which existed before the war.

"Young people generally have had little trouble finding jobs during the last seven years, either at full-time employment or in vacation and part-time work," he pointed out.

The fact of greatly increased 'teen-age employment is evident from a glance at the annual certification totals compiled by the Department of Labor since 1939, which are as follows:

Year	Minors Certified
1939.....	8,915
1940.....	11,692
1941.....	20,373
1942.....	35,419
1943.....	57,405
1944.....	63,478
1945.....	57,307
1946.....	35,602
1947.....	25,657
1948.....	23,718

Shuford said that 12,162 minors certified last year took full-time industrial jobs, while 11,556 worked only during vacations or in part-time jobs. About 52% of the 16 and 17 year-old minors worked in various non-manufacturing occupations and 47 per cent worked in manufacturing, reversing the distribution shown in 1947 when a larger proportion of minors entered manufacturing jobs, he said.

"The fact that total certifications dropped only 7.5 per cent last year from 1947 figure seems to indicate that as long as employment remains high, the number of minors working also will remain high compared with prewar figures," Shuford commented. "This being the case, employers now more than ever before should make sure that these young people are properly certified by their local welfare super-

## Colorado School Offers Scholarship

The Colorado School of Mines will award a scholarship to a North Carolina boy for the year 1949-50, Ben H. Parker, president, wrote State Superintendent Erwin recently.

The scholarship exempts the holder from the payment of tuition during the regular term. It has a value of from \$425 to \$475 a year, and may remain effective for four years.

The Colorado School of Mines is known for its training leading to engineering degrees in mining, metallurgy, geology, petroleum production, petroleum refining, with options in fuel engineering and geophysics, and elective courses in the production and utilization of cements, refractories, clays, and other non-metallic minerals.

In order to qualify for the scholarship, the applicant must fulfill the following requirements:

1. He must receive the recommendation of the Superintendent of Public Instruction of North Carolina, and no appointment will be made without such a recommendation. This recommendation should be addressed to the president's office, Colorado School of Mines, and must be received by July 15th.

2. The applicant must satisfy the requirements for entrance to the Colorado School of Mines as specified in the general catalog.

3. He must show a scholastic standing in the upper tenth of his high school, preparatory, or college classes.

4. He must be a new student or a student not in attendance at the Colorado School of Mines at the time of application for the scholarship. Students who have had several years of college work as well as those who have recently completed their secondary or preparatory education are eligible for the scholarship, provided all other conditions are met.

5. He must be a bona fide resident of North Carolina.

6. The applicant should be vigorous, both mentally and physically, and should possess character, courage, energy, determination, and the ability to think clearly. Specifically, he should possess an aptitude for engineering.

intendents before permitting them to begin working. They should also comply scrupulously with both the letter and the spirit of the Child Labor Law."

# 77,846 NEGRO STUDENTS HAVE GRADUATED FROM HIGH SCHOOL

During the 27 years from 1920-21 to 1947-48 a total of 77,846 Negro high school students graduated, a recent tabulation of annual graduates shows.

Beginning in 1920-21 with 59 graduates, the number increased annually until 1930-31, when there was a drop of nearly a thousand from the previous peak of 3,950 the year before. This number, 1,906, then increased annually for another 10-year period to 4,902 and then dropped the following year, 1941-42, to 4,717. During the last six years, the number of graduates from Negro high schools has varied from 1,925 in 1945-46, which indicates the first graduating class from the twelfth grade, to 5,236 in 1943-44, the greatest number of Negro high school students graduating in any one year. Last year there were 5,120 graduates.

A year by year tabulation follows:

1920-21 .....	59
1921-22 .....	81
1922-23 .....	92
1923-24 .....	380
1924-25 .....	563
1925-26 .....	752
1926-27 .....	1,132
1927-28 .....	1,234
1928-29 .....	2,113
1929-30 .....	3,950
1930-31 .....	1,906
1931-32 .....	2,008
1932-33 .....	2,293
1933-34 .....	2,790
1934-35 .....	2,826
1935-36 .....	3,157
1936-37 .....	3,477
1937-38 .....	3,778
1938-39 .....	3,996
1939-40 .....	4,504
1940-41 .....	4,902
1941-42 .....	4,717
1942-43 .....	5,157
1943-44 .....	5,236
1944-45 .....	4,948
1945-46 .....	1,925
1946-47 .....	4,750
1947-48 .....	5,120
Total .....	77,846

## A.V.A. Changes Convention Dates

Dates for the A. V. A. Convention, originally scheduled for Nov. 28-30, have been changed to December 6-10, it is announced by L. H. Dennis, Executive Secretary. The Convention is to be held at Atlantic City.

## Give Them Fair Representation

Winston-Salem is the only city in North Carolina to have a Negro citizen on its Board of Aldermen, who also serves on the City School Board. But Raleigh this week gave recognition to its Negro people by naming a prominent attorney of that race to its City School Board.

This recognition and representation is consistent with logic and equity. The Negro people have a great stake in the public schools. In this and other Southern States they have not as yet received equal treatment in public education, although in North Carolina steady progress toward the ideal of equal opportunity in education for the children of both races has been made in recent years.

The State took action several years ago to equalize the pay between white and Negro teachers of equal training and experience. It is striving now to bring its Negro schools up to the level of the white schools and advance both to a point nearer the national standards.

In this endeavor there is a place for intelligent Negro advice and counsel. This best can be given through able Negro representatives on local school boards. Raleigh, in our opinion, has set a fine example which will undoubtedly be followed by various other communities of the State. This example also re-emphasizes the need for the appointment of Negro civic leaders to various other local and State boards of importance, and especially to the boards of trustees of State-supported Negro schools and other Negro institutions. The Negro has the right to be represented on these boards. Sound democracy demands that this right in North Carolina be no longer withheld. — Winston-Salem JOURNAL, February 19, 1949.

## 50 Negro High Schools Offer Commercial Subjects

Commercial subjects are offered in 50 of the 228 public high schools for Negroes, a recent tabulation shows. These schools are located in 35 of the State's 100 counties, a majority in city units. Number of schools per county range from one to three. Gaston, Meck-

## Durham Student Participates in CBS Forum

Chester B. Martin, Jr., of the Durham High School was one of the four high school editors of the nation who participated in a discussion of "The Best Road to Peace," in a CBS Forum on March 12. Other participants on this broadcast were Nadine Pase, Central High School, St. Paul, Minn.; Dean Osborn, Devilbiss High School, Toledo, Ohio; and Vivian Gosling, Central High School, Trenton, N. J.

These four youthful editors were chosen from the 3500 delegates from all parts of the country, who attended the annual three-day New York Seminar of the Columbia University Scholastic Press Association.

## Music Manual Available

Educators, civic, fraternal and religious leaders or groups interested in civic betterment through music will find a how-to-do-it manual just issued by the American Music Conference, 332 South Michigan Avenue, Chicago 4, Ill., an invaluable guide in developing or broadening school and community music activities.

The manual, entitled "Moving Ahead With Music," was prepared by AMC, with the help of educators and organization leaders, in response to appeals from several national organizations who are interested in broadening the scope of school and community music activities at the local level. Accompanying the manual will be program aids, such as speeches, survey forms and publicity material, that will enable interested groups in any community to start work immediately.

The 16-page, three-color, illustrated booklet charts a plan of action and then step-by-step outlines how the plan can best be accomplished. Formation of a community music council is suggested as the best method of carrying out an overall program of school and community music, but alternate means are also offered. The booklet points out the obstacles and suggests practical solutions for solving them.

A copy of the manual is available without cost on request to the American Music Conference. The AMC will also assist those communities undertaking a program by supplying contacts, literature and counsel when requested to do so.

lenburg and Wayne each have three schools that offer commercial subjects.



## Schools Make Provisions For Lunchrooms

Schools in many parts of the State are providing facilities for lunchrooms, according to recent reports to Mrs. Anne W. Maley, State Supervisor School Lunchroom Program.

Caldwell County has reported four new lunchrooms during the past year, as follows: Happy Valley School with a feeding capacity of 600 or more; Baton School with a capacity of 300 to 400; Rhodhiss School with a capacity of 300 to 400; and Hudson with a capacity of 1200. This latter lunchroom is one of the most modern and up-to-date rural lunchrooms in the western part of the State.

Building plans of the Newton-Conover School Board call for a new complete dining room and kitchen for the Newton Elementary School and a thorough overhauling and renovation of the Conover School's dining room and kitchen.

In Catawba County a new kitchen has been added to the Catawba School lunchroom and all new equipment has been purchased.

At Kings Mountain the following improvements were accomplished during the Christmas holidays and in January; new shelves in the storage room, painting in kitchen and dining room, draperies for the dining area, kitchen cabinets and dining table top painted, new gas range, and new sink with an immersion type 5000 watt electric heating unit in the sterilization compartment.

## Lunchroom Used As Teaching Laboratory

The school lunchroom may do more than simply furnish lunches. It may also serve as a teaching laboratory where other subjects are taught or many other values are learned.

A fine example of the quality of responsibility students can assume in the lunchroom operation if given the opportunity was noted recently by Mrs. Anne W. Maley, State Supervisor of the School Lunch Program, in the Flat Rock High School. There, Mrs. Maley reports, two girls from the commercial department have been trained to keep lunchroom records. These students will receive credit for this work in their bookkeeping classes.

Other examples may be found for the subjects of health, home economics and science.

## North Carolina Ranks Thirty-Fourth In Salaries Paid to Teachers

North Carolina paid its teachers and principals an average salary of \$1810 in 1946-47 and thus ranked 34th with Wyoming in this respect. Average salary for the nation this year was \$2254,

and the range was from \$3304 in California to \$984 in Mississippi.

The following table shows average salaries in the 48 states and their ranks with each other in this respect:

Rank	State	Average Salary	Rank	State	Average Salary
1	California	\$3304	24	New Hampshire	\$1981
2	New York	3302	25	Louisiana	1959
3	Massachusetts	2852	26	Florida	1939
4	New Jersey	2837	27	Iowa	1922
5	Connecticut	2790	28	Oklahoma	1920
6	Illinois	2681	29	Texas	1915
7	Michigan	2635	30	Kansas	1904
8	Washington	2628	31	Missouri	1871
9	Oregon	2461	32	Virginia	1845
10	Maryland	2443	33	Montana	1838
11	Indiana	2433	34	Wyoming	1810
12	Delaware	2416	34	North Carolina	1810
13	Rhode Island	2414	36	South Dakota	1711
14	Arizona	2368	36	West Virginia	1711
15	Ohio	2350	38	Nebraska	1696
16	New Mexico	2307	39	Vermont	1672
17	Pennsylvania	2304	40	Georgia	1618
18	Utah	2269	41	Maine	1586
19	Wisconsin	2259	42	North Dakota	1486
National Average		\$2254	43	Kentucky	1481
20	Nevada	2175	44	Tennessee	1480
21	Colorado	2170	45	Alabama	1443
22	Idaho	2117	46	South Carolina	1298
23	Minnesota	2050	47	Arkansas	1255
			48	Mississippi	984

## Bills Propose Federal Aid For School Construction

Federal aid for school construction has been proposed in a number of bills introduced to date in the 81st Congress.

SB 137 (Robertson, D-Va.), same as HR 150 (Bland, D-Va.), is intended as a substitute for general federal aid legislation.

HR 1551 (Lucas, D-Texas) closely parallels the two preceding measures and emphasizes "school buses" as a special factor in its provisions. Each of the three foregoing measures call for \$300,000,000 in grants-in-aid and \$300,000,000 for loans to the states. These sums are not recurring from year to year.

HR 1201 (Bennett, D-Fla.) calls upon the federal government to "reimburse each state for the cost of construction of each school facility completed in such state within ten years after the date of enactment of this act which is used by or available to Negroes and Indians."

HR 1766 (Martin, R-Mass.) provides \$300,000,000 each year for three years, beginning with the fiscal year ending

June 30, 1950, for the construction of "tax-supported pre-elementary schools, elementary schools, secondary schools, and vocational schools. . . . The aggregate of federal funds apportioned to a state shall be equal to the aggregate of state and local funds expended for the purposes set forth in the act." Federal funds would be allotted on the basis of the ratio of a state's population five to seventeen years old, inclusive, to such population in the nation.

SB 39 (McArran, D-Nev.) authorizes FWA, "as an adjunct to the Federal public-works program, to make loans and grants for the construction, remodeling, improvement, and extension of school facilities.

SB 287 (Neely, D-W. Va.) calls for an allotment "to the states of \$98,000,000 for the fiscal year beginning July 1, 1949, and \$490,000,000 for each of the five succeeding fiscal years." The funds would be available on a variable matching basis which takes into consideration state ability to finance school needs. This bill is one of the best that has even been offered on federal aid for school construction.—NEA *Legislative News Flash*, February 11, 1949.

# ANNUAL EXPENDITURES FOR TEXTBOOKS

Expenditures for "free" textbooks for use in the elementary schools of the State vary from year to year, according to a recent tabulation of annual amounts expended for this purpose.

The purchase and distribution of basal textbooks for pupils in the elementary schools was assumed by the State in 1935. Prior to that year some units purchased and rented such books to the pupils. In most instances, however, books were purchased by parents from local book depositories. The State operated a rental system until 1937, when the law was amended to provide that all basal elementary textbooks should be furnished free to all pupils in grades 1-7. This provision was amended in 1945, when the elementary school was expanded to include that grade.

TABLE I

Table I shows the expenditures for free textbooks and the amount spent per pupil enrolled in white and Negro elementary schools for each of the years from 1937-38 to 1946-47 inclusive. This table also shows amounts spent during these same years for

## I. EXPENDITURES FOR TEXTBOOKS

Year	White			Negro			*Spent for			Books on Hand	
	Spent for Textbooks	Per Pupil	Free	Spent for Textbooks	Per Pupil	Free	Replacements	Per Pupil	Free	Elementary	H. S.
1937-38	\$26,100.39	\$11.13	\$26,033.32	\$10.95	\$26,033.32	\$10.95	\$360,974.9	\$15.65	\$360,974.9	9,945,165	793,940
1938-39	\$26,539.68	\$11.21	\$26,467.54	\$11.05	\$26,467.54	\$11.05	\$392,705.36	\$16.65	\$392,705.36	10,161,135	867,748
1939-40	\$25,533.35	\$10.93	\$25,461.21	\$10.73	\$25,461.21	\$10.73	\$467,446.67	\$19.65	\$467,446.67	10,615,532	914,135
1940-41	\$31,534.35	\$13.73	\$31,462.21	\$13.53	\$31,462.21	\$13.53	\$508,908.58	\$22.65	\$508,908.58	11,115,592	958,592
1941-42	\$33,534.35	\$14.73	\$33,462.21	\$14.53	\$33,462.21	\$14.53	\$531,757.52	\$24.65	\$531,757.52	11,793,464	1,013,464
1942-43	\$35,534.35	\$15.73	\$35,462.21	\$15.53	\$35,462.21	\$15.53	\$554,608.58	\$26.65	\$554,608.58	12,315,592	1,065,592
1943-44	\$37,534.35	\$16.73	\$37,462.21	\$16.53	\$37,462.21	\$16.53	\$577,459.64	\$28.65	\$577,459.64	12,837,720	1,117,720
1944-45	\$39,534.35	\$17.73	\$39,462.21	\$17.53	\$39,462.21	\$17.53	\$599,310.70	\$30.65	\$599,310.70	13,359,848	1,169,848
1945-46	\$41,534.35	\$18.73	\$41,462.21	\$18.53	\$41,462.21	\$18.53	\$621,161.76	\$32.65	\$621,161.76	13,881,976	1,221,976
1946-47	\$43,534.35	\$19.73	\$43,462.21	\$19.53	\$43,462.21	\$19.53	\$643,012.82	\$34.65	\$643,012.82	14,404,104	1,274,104

\*That is for high school and supplementary elementary books.

# ANNUAL EXPENDITURES FOR TEXTBOOKS VARY

the elementary grades. As the table shows, the amount expended for this purpose has about doubled with the ten-year period considered. This is due to some increase in the number of books required, but to a very great extent to the increased cost of textbooks.

The number of books on hand varies, as the table shows, from year to year. In 1937-38 there were nearly 4 million elementary and nearly 640,000 high school books on hand. In 1946-47 more than 5 million elementary books and more than 1,800,000 high school books were on hand at the close of the year. In 1946-47 the number of elementary books had increased to 5,630,000, whereas the number of high school books had decreased to 1,150,000.

TABLES II AND III

These two tables give similar information presented in table I for county and city units for the years 1946-47. The amounts spent in these

various units for free textbooks were determined by prorating total expenditures on the basis of average daily membership. Spent per pupil figures were derived by dividing unit expenditures so determined by enrollment in the elementary grades. This accounts for some variance in "spent per pupil" figures as to races, and also the fact that these figures are substantially identical in all units.

The blank spaces under high school books on hand indicate that these units do not operate a rental system in accordance with the State plan and consequently these units are not required to make reports on this phase of school operation. The three city units having no elementary books listed are included with county units.

What is perhaps the most outstanding disclosure by the entire survey is the fact that the average per pupil expenditure for free elementary textbooks is very low indeed. When all the years are considered, this fact is even more significant.

## II. EXPENDITURES FOR TEXTBOOKS, 1946-47—COUNTY UNITS

County	White			Negro			Total Spent for			Books on Hand	
	Spent for Textbooks	Per Pupil	Free	Spent for Textbooks	Per Pupil	Free	Replacements	Per Pupil	Free	Elementary	H. S.
Alameda	\$ 2,885.88	\$ .60	\$ 2,885.88	\$ 1,039.93	\$ .55	\$ 1,039.93	\$ 4,770.82	\$ .62	\$ 4,770.82	54,931	18,477
Alexander	1,901.89	.58	1,901.89	180.57	.61	180.57	2,082.46	.62	2,082.46	24,124	8,124
Allegheny	819.10	.58	819.10	40.12	.62	40.12	859.22	.62	859.22	13,077	4,077
Algon	1,350.00	.58	1,350.00	35.00	.60	35.00	1,385.00	.60	1,385.00	38,512	8,729
Avery	2,007.48	.58	2,007.48	27.16	.55	27.16	2,034.64	.55	2,034.64	28,005	9,215
Baldwin	1,294.74	.58	1,294.74	40.12	.62	40.12	1,334.86	.62	1,334.86	17,154	5,154
Beaumont	1,693.14	.59	1,693.14	24.11	.59	24.11	1,717.25	.59	1,717.25	41,454	6,719
Bladen	2,021.05	.60	2,021.05	1,817.33	.59	1,817.33	3,838.38	.59	3,838.38	51,468	12,057
Brunswick	1,693.14	.59	1,693.14	38.28	.60	38.28	1,731.42	.60	1,731.42	39,171	25,982
Burke	2,885.88	.60	2,885.88	146.80	.60	146.80	2,932.68	.60	2,932.68	42,564	7,689
Calhoun	2,885.88	.60	2,885.88	482.73	.65	482.73	3,368.61	.65	3,368.61	50,624	11,754
Camden	1,901.89	.58	1,901.89	298.16	.60	298.16	2,199.05	.60	2,199.05	9,719	1,842
Carroll	1,901.89	.58	1,901.89	34.74	.61	34.74	1,936.63	.61	1,936.63	25,623	4,501
Catawba	2,885.88	.60	2,885.88	335.19	.59	335.19	3,221.07	.59	3,221.07	41,104	18,806
Chatham	1,901.89	.58	1,901.89	66.70	.60	66.70	1,968.59	.60	1,968.59	22,601	7,601

[illegible]



## Salons Introduce More School Bills

North Carolina's lawmakers have introduced the following additional public school bills since the February number of this publication went to press:

**HB177—(Joint Resolution)** Introduced by Taylor of Buncombe, "Memorializing the North Carolina members of Congress to support a program providing federal funds for equalizing educational opportunities in the public schools of the nation, without federal control." (Requests the delegation to make every effort to expedite such legislation so the General Assembly and other state legislatures now in session can enact enabling or implementing measures which may be required.) To Education.

**HB200—Introduced by Hocutt and others.** "To provide state funds for the purchase of additional school buses." (Citing need for additional school buses, appropriates \$1,400,000 for fiscal year 1949-50 and \$700,000 for fiscal year 1950-51 to State Board of Education, to be used for purchase of school buses found necessary by State Board and county boards to transport safely and adequately all school children entitled to transportation. State Board is to formulate rules for providing buses, regardless of the number of buses previously in operation. Effective date July 1, 1949.) To Appropriations.

**HB221—Introduced by Huskins:** "To provide an Emergency Capital Outlay Fund to be distributed to the several counties of the State for school plant construction and to provide a Special Equalization Fund to be distributed to the more impoverished counties for school plant construction and improvement." (Citing the need for school plant construction and the inability of the impoverished counties to provide minimum facilities, appropriates \$30,000,000 from the State General Fund to be used in constructing, repairing, and equipping school facilities and in the acquisition of school building sites, \$7,500,000 of this sum is to be set aside in a Special Equalization Fund to be distributed as outright grants to the 25 counties found to be the most impoverished by the State Board of Education according to the following factors: (1) estimate of minimum building needs (2) utility valuations of each county, volume of retail sales, value of farm products, State income tax returns, number gainfully employed in industry, tax valuation of property, tax rate and indebtedness on January 1, 1949, and average of daily enrollment. State Board is to determine the relative needs of these counties and transmit sums allocated on receipt of applica-

tions from the counties accompanied by plans and specifications for particular buildings approved by State Superintendent of Public Instruction together with certified copies of the construction contract and performance bonds for the same. No change or alteration is to be made in plans or the construction contract after allocation of funds without approval of the State Superintendent and State Board. The remaining \$22,500,000 is to be allocated to the other 76 counties by the State Board according to the same method set forth in HB 3, introduced by Representative Umstead. No provision is made for surveys of existing units as provided in HB 3. Any surplus remaining on July 1, 1953, is to revert to the State General Fund. (Effective from ratification.) To Education.

**HB222—Introduced by Umstead and Edwards of Greene.** "To make an appropriation for the employment of school attendance officers and for the administration of a program of better public school attendance." (Reciting recommendations of the State Education Commission, adds to the appropriation in the Appropriations Bill for support of the nine months school term \$424,800 for each year of the biennium, \$354,000 of the additional appropriation to be apportioned by the State Board of Education for the employment of school attendance workers in the county and city administrative units under the direction and supervision of county and city superintendents and in accordance with rules and regulations of the State Board; remaining \$70,800 is to be apportioned by the State Board to pay travel expenses of attendance workers. Adds to the appropriation in the Appropriations Bill for the State Board of Education \$9,500 for each year of the biennium for "the salary, employment of a secretary, travel and expenses necessary in providing State supervision of a program of better public school attendance.") To Appropriations.

**HB223—Introduced by Umstead and Edwards of Greene.** "To make an appropriation for the employment of supervisors of instruction in county and city administrative units and to provide more efficient instruction in the public schools of the State." (Reciting recommendations of the State Education Commission, adds to the appropriation in the Appropriations Bill for support of the nine months school term \$575,000 for each year of the biennium, \$500,000 of the additional appropriation to be apportioned by the State Board of Education for the employment of supervisors of instruction in the county and city administrative units under the direction of county and city school superintendents and in accord-

ance with rules promulgated by the State Board; remaining \$75,000 is to be apportioned by the State Board to the county and city administrative units for travel expenses of the supervisors.) To Appropriations.

**HB243—Introduced by Scott.** "To amend G. S. 115-371, relating to the age requirement and time of enrollment of children in the public school of this state." (Adds provision that if the county or city superintendent of schools feels that a sufficient number of teachers and available facilities exist, children who reach the age of six before December 31 of the school year will be entitled to enrollment in that year.) To Education.

**HB255—Introduced by Bunn and others.** "To provide scholarship aid for selected students preparing to teach in the public schools of North Carolina." (Citing the need for qualified teachers, establishes a scholarship aid program under supervision of the State Department of Public Instruction to recruit teachers and partially pay for their education. Scholarships not to exceed \$400 per year are to be awarded competitively on basis of intelligence, scholarship, teaching aptitude, personality, health, and economic need, subject to regulations of the Department, and preference is to be shown as far as possible to students preparing to teach in areas where the supply of A-certificated teachers is short. Students applying must have graduated from an accredited N. C. high school within 12 months of application or, if over 12 months, must have had less than one year of college education and be teaching in the N. C. public schools, or otherwise satisfy the Department of qualification. Renewals of scholarships may be made up to three years so that recipient may receive four years of teacher education. For each year of scholarship aid received, student must agree to teach in North Carolina public schools for one year or repay the amount of the scholarship four years from the end of the year for which scholarship was awarded, but the Department may postpone time for repayment or service as teacher when non-compliance is due to illness or other good cause. Recipient is to be free to attend a N. C. senior college of his own choice provided such college is approved for teacher education by the Department. Appropriates to the Department \$160,000 for 1949-50 and \$320,000 for 1950-51 from interest and other revenues accruing from investment of State Post-War Reserve Fund, thus making approximately 400 scholarships available for 1949-50 and 800 for 1950-51.) To Education.

## Lilienthal Urges Speed-Ups in Atomic Energy Education

Education of American youth about the facts and meanings of atomic energy is urgently needed, says David Lilienthal, Chairman, U. S. Atomic Energy Commission. In *Atomic Energy: Here to Stay*, Mr. Lilienthal calls on the whole teaching profession to meet "a desperate need for the raw materials of atomic energy education." *Atomic Energy: Here to Stay* has been published by the Federal Security Agency, Office of Education, in cooperation with the U. S. Atomic Energy Commission as a supplement to the March issue of *School Life*, the official monthly journal of the Office of Education.

Speaking for the teaching profession, Mabel Studebaker, president, National Education Association, says that America's teachers must see to it that our boys and girls make progress in the art of human relations comparable to our scientific progress. "No civilization has ever endured," says Miss Studebaker, "in which scientific progress was without a moral equivalent."

Specialists in social sciences and science at the Office of Education, Dorothy McClure and Philip G. Johnson, respectively, offer detailed suggestions for introducing atomic energy education into various aspects of the school program. Under the title, "Where the School Takes Hold," the authors derived their suggestions in large part from a survey of activities that have already been conducted in schools throughout the Nation.

SB117—Introduced by Penny. "To appropriate \$150,000,000 to increase teachers' salaries, to decrease the teaching load of the teachers, to enforce compulsory school attendance laws and to provide needed school buildings and school buses." (Appropriates \$100 million for each year of biennium, 1949-51, for (1) increasing teachers' salaries, (2) reducing teaching load and (3) enforcing school attendance laws. Also appropriates \$50,000,000 for construction and improvement of school buildings and purchase of school buses or for grants to counties or other school units to be used for the same purposes. Directs that expenditures be made so as to carry into effect the recommendations of the 1948 report of the State School Commission. Directs that these appropriations be reduced by amounts made available by the U. S. during the biennium except to the extent the State is required to match such funds.) To Appropriations.

## Needs of Youth

"The following ten imperative needs of youth should be given more realistic consideration in planning and carrying forward curriculum practices and conditions:

(a) All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

(b) All youth need to develop and maintain good health and physical fitness.

(c) All youth need to understand the rights and duties of citizens of a democratic society and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.

(d) All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

(e) All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

(f) All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and man.

(g) All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

(h) All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

(i) All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work co-operatively with others.

(j) All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.—Bulletin of the National Association of Secondary-School Principals, Vol. 31, No. 145, March, 1947.

## University to Hold Intercultural Education

The third annual workshop in intercultural education will be held at the University of North Carolina, Chapel Hill, June 9 to July 19. The workshop will be under the direction of Dr. W. Carson Ryan and Dr. Lester Dix, assisted by outstanding consultants.

This workshop is an adventure in better understanding. New insights and skills in the teaching of democratic attitudes will be stressed. Six hours graduate credit in education or sociology will be granted to those completing the study.

State Superintendent Clyde A. Erwin has endorsed the workshop as a means of creating better understanding in human relationships. "Both teachers and administrators," he said, "should find this workshop well worth their time. I wish to commend its purposes and outcomes very highly."

A limited number of fellowships valued at \$100 each for this workshop have been provided. For information concerning these, write to Allyn P. Robinson, National Conference of Christians and Jews, 121 East Third St., Charlotte 2, N. C.

For further information write to Guy B. Phillips, Director Summer Session, University of North Carolina, Chapel Hill, N. C.

## Freedom Train May Continue

The Freedom Train will continue in operation for three more years if the Senate approves a bill recently passed by the House.

The measure provides \$3 million to enable the Archivist of the United States to continue Freedom Train tours and to reproduce historic documents it carries for free distribution to the public.

Purpose of the bill is to "help focus the attention of the American people on a re-examination of the heritage of freedom, foster the preservation of their liberties, and awaken their loyalty to the American tradition."

The bill creates a Freedom Train Commission to consist of members of the House and Senate, the Attorney General, the Librarian of Congress, the Archivist of the U. S., and five other members to be appointed by the President.

The Commission is to outline schedules of tours for the Train and to advise on the reproduction of the historic documents for mass distribution.

## Peabody to Conduct Seminar in Driver Training

A seminar in driver education and training for college professors and others in teacher training programs will be conducted by Peabody College during the week of May 2-6. This seminar is being conducted in cooperation with the American Automobile Association and the Nashville Automobile Club.

It is the objective of the seminar to provide a forty-hour intensive course developed to give college instructors and others engaged in teacher training programs background information to enable them to conduct courses in driver education and training for high school teachers. The lack of such trained teachers is the chief obstacle to the rapid expansion of driver training programs in the public schools.

S. B. Sudduth, Head of the Physical Education Department, George Peabody College for Teachers, will be the Seminar Director. Norman Key, Educational Consultant for the American Automobile Association, will be the instructor.

Living expenses while attending the seminar and traveling expenses will be the only necessary cost to enrollees. There will be no tuition charge. Textbooks and other test materials will be furnished to each enrollee without charge.

## Do Your School Buildings Pass This Test?

**Curriculum adequacy**—Do they provide the space and facilities for the educational program that your community needs for its children, youth, and adults?

**Safety and well-being**—Do they not only protect against danger but also provide a positive influence for improving the health and physical welfare of the pupils?

**Interfunctional coordination**—Are they so planned that the activity in each part of a building may be coordinated harmoniously with related activities and may be carried on effectively without disturbing other activities?

**Efficiency and utility**—Are they so planned that the handling of materials and the comings and goings of pupils, school staff, and the public are accomplished with a minimum of interference and a maximum of ease and satisfaction to all concerned?

**Beauty**—Are they pleasing in appearance, with simplicity, usefulness, and balance as ideals, rather than ornamentation or symmetry?

**Adaptability**—Are they so planned that they can be enlarged or rearranged

## National Negro Health Week

National Negro Health Week will be observed throughout the nation April 3-10 this year. Special objective for this year's observance is: "Cooperate with your health agencies and your neighbors for better health and sanitation in your community."

Day by day suggestions are as follows:

Sunday, Mobilization Day—Sermons; Lectures; Program Impetus.

Monday, Home Health Day—Personal, Home, and Social Hygiene.

Tuesday, Community Sanitation Day—Neighborhood and Health Department.

Wednesday, Special Campaign Day—Immediate Community Health Problem.

Thursday, Adults' Health Day—Information; Physical Examination.

Friday, School Health and Safety Day—Pageants; School and Child Welfare.

Saturday, General Clean-up Day—Completing Community Clean-up Plan.

Sunday, Report and Follow-up Day—Report of Results; Year-round Plan.

Bulletins, posters, leaflets and other information concerning the observance may be obtained from the National Negro Health Week Committee, Public Health Service, Federal Security Agency, Washington 25, D. C.

## Board Requests Authority To Become Self-Insurer

Authority to set up a plan of self-insurance to cover all buildings and other properties used in the operation of the public schools was requested in a resolution passed by the State Board of Education on March 3. The Legislative Committee of the Board was authorized to render such service to the proper committees of the General Assembly as may be requested.

This action was taken after a full investigation of the Board had decided that a considerable savings could be effected by the adoption of a plan of self-insurance. Insurance companies had recently raised their rates covering public school buildings.

internally to meet new educational demands with a minimum of additional cost?

**Economy**—Are they so planned that in original outlay and in future operation the utmost in educational utility can be secured for every dollar spent?

## Durham County Issues News Letter

Durham County News Letter is the name of a one-page mimeographed sheet issued by the Durham County Schools, Volume IV, No. II, of this bulletin includes a number of "Did You Know" facts. For example: "There are 5559 children now attending Durham County Schools (4010 white, 1549 Negro);" "The work being done by the Holt school in beautification and light improvement is securing national recognition;" "We have 700 first grade children in our schools and only 188 seniors. Why the difference?"; "32.3% of our last year's white high school graduates are securing some form of 'after high school training'; 16.3% are in college"; "Durham County is the only County in North Carolina having a County-wide program of interscholastic athletics."

## President Appoints New Commissioner of Education

President Truman has appointed Dr. Earl James McGrath, Professor of Education, University of Chicago, as U. S. Commissioner of Education, it was recently announced by Oscar R. Ewing, Federal Security Administrator. Dr. McGrath succeeds Acting Commissioner Rall I. Grigsby who has been carrying on these duties since the resignation of John W. Studebaker last July.

Dr. McGrath, a native of Buffalo, N. Y., received his B.A. and M.A. degrees from the University of Buffalo. He received his Ph. D. degree from the University of Chicago in 1936.

During the last war, Dr. McGrath had the rank of Lieutenant Commander in the Navy and Officer in Charge, Educational Service Section, Bureau of Naval Personnel. In the fall of 1946, he was a member of a 10-man mission to Germany to survey the schools system in the American-occupied zone. He has held a number of other special appointments, among them being a member of the President's Commission on Higher Education.

Before going with the University of Chicago, Dr. McGrath held positions as Dean of Administration, Lecturer in Psychology and Professor of Education, University of Buffalo, 1930-33, 1935-36, 1940-45; Specialist in Higher Education, American Council on Education, 1938-40; Lecturer, University of Minnesota, 1940-41; Assistant Chief, Division of Training and Employment, War Manpower Commission, 1942; Dean of College of Liberal Arts, University of Iowa, 1945-48.



## Guidance Association Holds Conference

The North Carolina Vocational Guidance Association held its annual State meeting at Salisbury on March 11-12. Approximately 100 persons from 37 city and 23 county school administrative units were present.

The group heard addresses by outstanding leaders in the guidance field. Panel discussions and question and answer periods were also a part of the program.

Leonard Miller, Specialist for Counseling Pupil Personnel and Work Programs, U. S. Office of Education, was one of the principal speakers. He addressed the group on "Guidance in Small Schools."

Dr. Gordon Ellis, associate professor of education at U. N. C., opened the meeting with an address on the subject of "Guidance Services." He pointed out the need for a more effective program in connection with the many students who drop out of school before graduation.

Ella Stephens Barrett, Director of Occupational Information and Guidance Services, State Department of Public Instruction, made an address in which she commended those who have pioneered in vocational guidance and urged teachers to progress with guidance programs.

Dr. G. Fredeni Kudor, Professor of Psychology at Duke University, spoke on the "Use of Interest Inventories as a Means of Developing and Creating Interest."

The following persons participated in panel discussions: Mrs. Viola Odell, China Grove High School; Mrs. Dell Wilson, Burke County Schools, Valdese; Mrs. Aileen Hassell, Director of Student Personnel for Durham County Schools, Durham; R. S. Proctor, Superintendent of Wayne County Schools; Rose Sox, St. Stephens High School, Hickory; Kate Kitchen, Counselor at Rocky Mount High School; Mrs. Minnie Gaston, Counselor at Boyden High School, Salisbury; Carolyn Langston, Counselor at Goldsboro High School; Mamie Livingstone, Counselor at Lenoir High School; Lyle Rogers, Assistant Director of Student Personnel, State College; John F. Daughtrey, Director of Personnel, Mars Hill College; Leo Jenkins of East Carolina Teachers College; Farmer Smith, Counselor at Hugh Morson High School, Raleigh; Lucille Brown, Coordinator at Senior High School, Greensboro; D. G. Stilwell, Principal of South Fork-Lewisville School, Forsyth County; James Hancock, President of Hardbarger

## Tournament Tenets

Basketball is a game—not a battle or a fight.

Basketball is played for the fun and enjoyment it produces—not to provoke bitterness and sorrow.

An athletic contest is only a game and not a matter of life or death.

An athletic contest is only a game from which there must emerge a victor and a loser.

Only a few points, in general, separate the victor from the loser.

The victors deserve congratulations; the losers, respect.

Victory should develop a spirit of tempered elation mixed with tolerance.

Secretary H. R. Peterson,  
in *Minnesota Bulletin*.

## Rubber Company Offers Teaching Aids

Two free teaching aids to help school teachers present the story of rubber to intermediate and upper grade classes have been published by the B. F. Goodrich Company.

A teachers' manual has been published covering the history of rubber, how it is grown or made, processed and utilized in many fields. The booklet contains a bibliography and quiz suggestions.

The rubber company also has prepared a 36-page cartoon booklet in color, "Wonder Book of Rubber," which is keyed to the manual to serve as a text for the students. The Wonder Book illustrates effectively how man-made rubber is manufactured, how tires are built, how deicers work. It will answer many questions that children may have pertaining to rubber.

Teachers can obtain the free teaching-aid package by writing Mr. L. L. Griffith, Public Relations Department, B. F. Goodrich Company, Akron, Ohio, and requesting the teachers' manual and as many copies of the Wonder Book as required for students in their classes.

Also available at no cost as a supplement to classroom work is the 28 minute 16-mm technicolor sound movie, "Rubber Lends a Hand." This film tells the story of rubber on the farm. Prints can be obtained by writing Castile Films Division, United World Films, 50 Rockefeller Plaza, New York 20, N. Y.

Business College, Raleigh; and J. Warren Smith of the State Department of Public Instruction.

## Miss Proctor Succeeds Miss Wetherington

Reba A. Proctor, Supervisor of Pitt County Schools, has been appointed to succeed Julia Wetherington as Associate in the Division of Instructions Service, State Department of Public Instruction.

Miss Wetherington was recently granted a leave of absence to spend a year as Specialist in Elementary Education in the American zone in Germany. Miss Proctor will work in those administrative units where Miss Wetherington has worked, it is announced by Dr. J. Henry Highsmith, Director of the Division.

## Industry Favors Local School Administration

Administration at the local or community level of a diversified program of public education is the way the Congress of American Industry visualizes the public educational system.

The Congress, sponsored by the National Association of Manufacturers, at its annual meeting last December listed the following steps as contributing to the achievement of an "educational system which meets the varying and changing needs of the individual and of society and which should be consistent with the American way of life:"

"1. When the various units throughout the entire educational system are permitted reasonable and suitable diversity in character and program;

"2. When the educational units are administered at, or as closely as possible to, the local level;

"3. When the individual unit at the community level is free to develop a program in accordance with its purpose and when it is held accountable to the people for its stewardship;

"4. When students, through opportunities for broad and diversified exploration, investigation and evaluation, are accorded the maximum freedom to learn, consistent with sound education practice;

"5. When individuals, local and state governments, and every business element of our economy fulfill their responsibility by providing adequate support for the whole educational program;

"6. When individual businessmen take the responsibility in their own community for careful study and cooperation in connection with the courses of study, the adequacy of school facilities, and the compensation of teachers.

"The contribution of education to the whole American culture creates in each segment of society a responsibility for its support and development."

# School Boards Are Policy Forming Bodies, Delegates Execution of Policies to Supt.

What Are Some of the Powers Which Boards of Education Generally Have?

Among the powers usually expressly conferred upon boards of education by the state are: To appoint a superintendent of schools who is the executive officer of the board and the chief administrative officer of the district; to appoint principals, teachers, supervisors, janitors, school bus drivers, and all other employees upon recommendation of the superintendent of schools; to adopt the budget; to purchase supplies and equipment; to acquire school sites; to erect school buildings; to levy taxes or submit estimates to another body; to make rules and regulations for the management of the schools; to enforce the compulsory attendance laws; and in general to perform such duties as are necessary for the attainment of the ends for which school districts are organized.

How Do Boards of Education Exercise the Above Duties?

The Board of Education acts as a policy forming body and in an inspector and judicial capacity, rather than in an executive capacity. Someone has aptly said, "It is not the function of the board of education to run the schools but to see that they are run."

As a legislative body the board formulates and adopts policies and places the responsibility for the execution of its policies directly in the hands of the superintendent of schools. In due time the board should ascertain whether the policies are working out satisfactorily and if not, why not. The policies which the board adopts chart the course which the schools shall take and serve as a guide to the superintendent in the administration of the schools.

Why Should Not the Board of Education Execute Its Own Policies?

The details of the management and control of a modern school system are highly complicated and technical. Special training is required for this work. It is the duty of the board to employ a well trained and capable superintendent and delegate to him full responsibility for the management and control of the schools of the district. The School laws recognize the separate functions of the superintendent and the board of education. In many cases the separate functions are specifically stated. However, the rules and regulations of each board of education should reinforce these laws by a clear cut definition of the functions of the board of education, of the superintendent, and of the other professional employees. A definite understanding of functions will make for harmony and efficiency in the administration of the schools.

When the Board of Education Delegates the Details of the Management and Control of the Schools to the Superintendent, Does It Relinquish Its Control over the Schools?

No. The superintendent is the agent through which the board exercises its control, the technically trained employee who carries into effect the policies of the board, the person to whom the board looks for counsel and advice. The board does not and cannot legally delegate its legislative powers, to the superintendent, or even to a committee of its own membership. — *Kentucky School Board Association Journal*.

## Navy Issues Occupational Handbook

The United States Navy has prepared and sent to all secondary schools, colleges, libraries and employment counselors the *United States Navy Occupational Handbook*.

This Handbook describes the 62 vocations for which the Navy furnishes training. Each vocational brief supplies the following factual information: What the Job Is; Duties and Responsibilities; Work Assignments; Qualifications and Preparation; Training Given; Path of Advancement; Related Naval Occupations; Related Civil Jobs; and Emergency Service Ratings.

Schools which have not received copies of the Handbook may request them from the School and College Relations Officer, U. S. Navy Recruiting Branch, Room 2808, Bureau of Naval Personnel, Washington 25, D. C.

## How Teach Controversial Issues

The two questions, "What kind of school policy needed on controversial issues?" and "What are the most effective techniques for handling controversial issues in the classroom?" are dealt with in a new book, *TEACHING CONTROVERSIAL ISSUES*, published by the Junior Town Meeting League.

Single copies of the book may be secured free of charge from the Junior Town Meeting League, 400 S. Front St., Columbus 15, Ohio.

A committee of leaders in education called together by the League developed the material published in this new book. It is designed to be helpful to principals and superintendents in establishing policy, as well as practical for teachers in classroom situations.

## Wanted

Pictures of school activities are desired for use in the issue of the Superintendent's Report. Good glossy prints, size 8x10, are preferred. Send to L. H. Jobe.

## Mirrors Under Contract

Full length mirrors for school use may be purchased from the Mt. Airy Mirror Co., Mt. Airy, N. C., in accordance with State Contract at the following prices:

Size 12" x 48" @ \$3.50

Size 14" x 48" @ \$4.25

These mirrors are made of first quality genuine plate glass, 13/64" thick, with penciled polished edges. The backs are silvered and sealed with at least one coat of shellac and one coat of paint and is applied so as to meet all requirements of the Bureau of Standards. They are assembled on 3/16" untempered pressboard masonite or equal, by means of ten heavy gauge cork or other suitable line clips, chrome or nickel plated, braded to the pressboard with one brad. They are also equipped with two hangers for mounting the mirror in vertical position.

## School Buildings Exert Long Term Influence

When a board of education starts planning for a building program, it is about to embark on an undertaking which will exert a long term influence upon the educational program of the community, recently stated Dr. W. E. Rosenstengel, Professor of Education, University of North Carolina.

"The building will cost a large sum of money, perhaps more than any other building in the community," Dr. Rosenstengel said. "It will last for years. During those years it will have a tremendous influence on the lives of the boys and girls who pass through it. For years it will limit and even control the kind of educational program to be offered, or it will serve to implement and perhaps to stimulate a finer and broader program of education and community life, depending upon the thoroughness and vision of the original planning activities.

"School plant planning and building programs are different from those which involve the construction of other kinds of buildings. School buildings are designed for highly specialized needs and the services of many people are essential for securing the most suitable buildings."

# THE ATTORNEY GENERAL RULES

## Surplus Levies from Supplemental Tax Levy; Application to Capital Outlay Funds Advanced by General Fund

*In reply to inquiry:* I have before me a letter to you from Mr. \_\_\_\_\_, Clerk to the Board of \_\_\_\_\_ County Commissioners, under date of February 1, 1949, in which inquiry is made as to whether or not a surplus of about \_\_\_\_\_, which has been collected and is now on hand by the \_\_\_\_\_ from a supplemental tax levy authorized by a special election held in 1937, could be applied to repay the general fund of \_\_\_\_\_ County for capital outlay funds advanced to this school district in 1936.

Countywide levies have, since 1933, been the source from which capital outlay funds are provided, or should be provided, for both the county administrative units and city administrative units. See, G. S. 115-363(c). It was, therefore, the obligation of the County of \_\_\_\_\_, in 1936, from countywide funds, to provide the capital outlay money which was necessary for the operation of the \_\_\_\_\_ Graded Schools but this was supposed to have been provided by a capital outlay levy.

Mr. Liles' letter states that the money advanced to the \_\_\_\_\_ Graded School was provided by the general fund for the construction of a colored school building and the installation of two heating systems in two white schools, for which it was used. This being the case, the county would have had the authority to have levied capital outlay taxes the following year for reimbursement of the general fund, if it could be shown that the money actually came from such fund, but, as this was not done at that time, it would seem now to be late to do so.

The purposes for which the supplements were voted under authority of G. S. 115-361, and the law in force at the time the supplement was voted in 1937, did not include capital outlay purposes and I do not think the county could legally divert the funds so collected from the taxpayers of this district for such purposes, but any surplus in this fund should be employed

to reduce future levies to meet the needs for such supplements to operate the schools at a higher standard than that provided by State support.

The county can, of course, levy capital outlay taxes for any of the schools in the county, according to need. The only tax as to which they are limited is that for the general fund. According to Mr. \_\_\_\_\_ letter, it is suggested that \_\_\_\_\_ of the surplus go to the \_\_\_\_\_ Graded School that \_\_\_\_\_ go to the purpose of completing the \_\_\_\_\_ School and \_\_\_\_\_ to the general fund.

The county could levy the amount necessary for the completion of the \_\_\_\_\_ School and if the \_\_\_\_\_ for \_\_\_\_\_

Graded School is required for capital outlay purposes, this should also be levied on a countywide basis. The present surplus in the local levy fund should, in my opinion, be used to reduce future levies for the purposes for which it was authorized by the vote of the taxpayers.—Attorney General, February 3, 1949.

## Supplemental Levies; Approval of Budgets by County Commissioners

*In reply to inquiry:* I have your letter of February 9, in which you write me as follows:

"When a local school tax has been voted under G. S. 115-361 and the administrative unit submits their local budget as provided under G. S. 115-363 (a) and requests supplemental funds for the district, are they not required to show the amount expended from the special district fund and the amount expended from any county fund?"

"Is it mandatory for the County Commissioners to make the full levy as authorized by the election held under authority of G. S. 115-361 or should the levy be governed by the requirements of the district?"

"And should not any unexpended balance on hand be taken into consideration when making the levy?"

In answer to your first question, it is my view that the request for funds to supplement State funds filed under G. S. 115-363 (a) should show in detail the amounts desired to be expended from all sources of revenue, whether special district funds or county funds,

## Special Act of 1949; Per Capita Allotments From County Funds for Debt Service; Limitation of Bonds

*In reply to inquiry:* I received your letter of February 11 with respect to the bill just passed by the General Assembly, authorizing the voting and issuance of school bonds in \_\_\_\_\_ School District.

You inquire as to whether or not the district would be entitled to a per capita allotment for debt service under the provisions of G. S. 115-363.

Your special Act, in Section 5, requires that the Board of Commissioners shall levy a special tax on all the taxable property in the school district sufficient to pay the principal and interest on the bonds and its debt service requirements would have to be taken care of in this manner. The district would not get any per capita allotment for debt service from countywide funds, in my opinion. There is no provision in the Act as to the limitation of the amount for which the bonds could be issued. I do not think the limitation contained in the County Finance Act of the issuance of bonds would be applicable.

I would, however, suggest that you consult with your County Attorney about these matters and be guided by his advice. Ordinarily, requests of this kind should originate through his office rather than by writing directly to me.—Attorney General, February 15, 1949.

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In reply to your second question, I refer you to the language of the statute, G. S. 115-363, which provides that the Board of County Commissioners may approve or disapprove this supplemental budget in whole or in part. This leaves the matter entirely within the discretion of the Board of County Commissioners and they would only be required to levy such taxes as necessary to provide for the approved budget for supplemental purposes, not exceeding the amount of the tax levy authorized by the vote.

In reply to your third question, I advise that you should take into consideration any unexpended balance on hand in considering the amount to be levied to meet the approved budget.—Attorney General, February 11, 1949.



## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin,  
April 1944)

Nearly 700 of the 982 white and Negro high schools of the State (681 on February 25) had indicated that they planned to teach driver education this year, it is stated by Ralph J. Andrews, High School Victory Corps Coordinator, who has sponsored this program for the State Department of Public Instruction.

The schools of Vance County, it is learned, are so well kept as to their repair and good housekeeping that they might well serve as a pattern for many other North Carolina school administrators.

Civic clubs and health organizations are sponsoring orthopaedic clinics for the physically disabled people of North Carolina, both children and adults, in twenty-three strategically located places throughout the State.

Plans are being worked out by the Division of Instructional Service for a series of institutes for teachers of business education, it is announced by Dr. J. Henry Highsmith, Director.

### 10 Years Ago

(N. C. Public School Bulletin,  
April 1939)

"I should like to call your attention to the announcement in this BULLETIN concerning a new activity of our Department, that of furnishing a counselor for the promotion of forums sponsored by the public schools."

HR. 652, "Joint Resolution to Provide for the Giving of Safety Instruction in Public Schools." (Would authorize State Superintendent of Public Instruction to add a course in safety instruction in primary and secondary grades.) Introduced by Stone. Passed three readings and sent to the Senate. Passed.

Thirty-two (new) departments of the vocational program of home economics were approved for 1938-39 in white schools.

A High School Girls' Physical Education Association was organized at the annual meeting of the North Carolina Education Association held in Raleigh, March 23, 24 and 25, this year.

Adult students, known as WPA Community School Singers, broadcast weekly over radio stations WBT, Charlotte, WPTF, Raleigh, and WDNC, Durham.



### National Music Week Will Be Observed

With particular emphasis on the importance of music in children's education, the twenty-sixth annual National Music Week will be observed this year from May 1 to 8 in hundreds of schools throughout America.

Theme of this year's observance, in which 33 national music and civic organizations are joining, is "Music Strengthens Friendly Ties . . . of Individuals, Groups, Nations." At the same time, the importance of music in the life of the individual will be stressed.

Observance in the school, where development of music has been rapid during the past few years, will include open house demonstrations to the community of class piano, string and other instrumental instruction. Also, school bands, orchestras, glee clubs, choirs and other organizations will participate in special Music Week assemblies, and in many communities will join in city-wide festivals of musical talent.

### Board Becomes Self-Insurer

The State Board of Education will, upon the expiration of existing fire insurance coverage on school buses, assume the responsibility of acting as self-insurer of school buses. This step was taken by the Board at a meeting on March 3 under authority of section 115-377 of the General Statutes.

In justification for the action taken, it was pointed out that during the past 15-year period, from 1934-35 to 1948-49, the total of fire insurance premiums paid was \$154,931.34, whereas recoveries for fire losses on school buses amounted to only \$59,906.37.

## MAKING TODAY'S NEWS

Vance. Townsville High School is to be restored to the State accredited list of high schools, Superintendent E. M. Rollins, of the city-county system, announced today.—Durham Herald, February 16.

Hickory. Dr. Clyde A. Erwin, Superintendent of Public Instruction for the State of North Carolina, will speak to more than two hundred persons here Friday night at a banquet sponsored by the Parent-Teachers Association.—Hickory Record, March 12.

Asheville. "Most of the facts concerning our school system prove that many needs must be met to bring it to a level with the better educational systems of the nation," D. Hiden Ramsey, member of the State Board of Education, declared last night.—Asheville Citizen, March 9.

Greensboro. Dr. W. H. Plemmons of Raleigh, executive secretary of North Carolina Education Commission, will address school officials from 11 counties here tonight at a meeting of District 5, North Carolina School Board Association. — Greensboro Record, March 4.

Raleigh. The General Assembly today enacted into law a measure to give teachers and State employees a twenty percent pay increase retroactive to last October 1.—Hickory Record, March 3.

New Hanover. "Problems of Education" is the topic for the American Legion's second open forum discussion of the air which will be broadcast directly from the Legion home tonight at 8:30 o'clock over radio station WGNI.—Wilmington News, March 9.

Raleigh. Young men and women who plan to teach school in North Carolina may get free tuition in any State-supported school of their choice. The bill introduced by Senator Moss is designed to "encourage and facilitate education and training of prospective teachers."

Hoke. W. T. Gibson and K. A. MacDonald spent yesterday in Raleigh on business with the State Department of Public Instruction and attending the hearing on education held by the appropriations and education committees of the General Assembly.—News-Journal, March 10.

# NORTH CAROLINA PUBLIC SCHOOL

... Published Monthly by the State Department of Public Instruction ...

# Bulletin

MAY, 1949

RALEIGH, NORTH CAROLINA

VOL. XIII, No. 9

## Barker Attends Meeting for Exceptional Children

Felix S. Barker, Director, Division of Special Education, State Department of Public Instruction, attended the Annual Convention of the International Council for Exceptional Children and State Supervisors and Directors of Special Education which met at San Francisco February 27 to March 3.

The International Council for Exceptional Children is an international organization which has as its purpose the promotion of the education and welfare of exceptional children, the handicapped and the gifted.

Mr. Barker reports that many outstanding leaders addressed the meetings and that opportunity for visitations and discussions were presented to those attending the convention.

Among the outstanding speakers were Dr. Lewis M. Terman, Stanford University psychologist, who spoke on "The Gifted Child Grows Up"; Dr. Leslie Hohman, neuropsychiatrist from Duke University, whose address was titled the "Adjustment of Emotionally Disturbed Children"; Dr. Eugene J. Taylor, instructor of rehabilitation and physical medicine at New York University's College of Medicine; and Dr. Frederick C. Cordes, San Francisco eye specialist.

Mr. Barker stated that he attended a sectional meeting which discussed the subject: Development of Special Service for Epileptic Children in the Public Schools. It was the conclusion of this group that "The best program for an epileptic child, as for any child, is one that permits him to attend school and to participate in the normal experience so important to the development of healthy, adult maturity."

## STUDY SHOWS MOST U.S. TEXTS ARE FREE OF GROUP BIAS

School textbooks are not guilty of "planned derogation of groups," but much material essential to understanding intergroup relations is not presented to pupils. This condition is revealed in a study prepared by Dr. Howard E. Wilson, executive associate of the Carnegie Endowment for International Peace. The survey, known as Intergroup Relations in Teaching Materials, was published recently under the auspices of the American Council on Education. It represents an analysis of the most commonly used elementary and secondary school textbooks.

Started at Harvard University in 1944 under the direction of Dr. Wilson, who was then at Harvard, the study embraced 267 elementary and secondary school texts, 24 introductory college texts, 25 college manuals and 100 of the most widely read children's library books. These were analyzed for statements of bias in regard to minority groups in the United States.

"Textbooks," declares Dr. Wilson, "fail to come to grips with basic issues in human relations. The fault lies not in texts alone but in the courses of study for which such books are prepared. Only as courses of study demand the inclusion of topics on intergroup relationships will textbooks be substantially improved."

The remaking of the curriculum, therefore, is a prerequisite to the alteration of textbooks, it is emphasized by the report. Such changes, it was stated, involve the writing of passages focused directly on the description of contemporary relationships between groups. They also involve careful scrutiny of indirect references to all groups.

Discussing the suggestions contained in his report, Dr. Wilson, who recently returned from Ennpe, said:

"These recommendations are more important today than ever before, since the treatment of groups within the United States has tremendous effects on our influence abroad. Conflict here between Catholics and Protestants, for example, makes Good Neighbor policy toward Latin America more difficult.

Mistreatment of Asiatic groups within our population makes a wise Asiatic policy harder to formulate and put into effect. Our problem of race relations causes many groups in other lands—black, yellow and white—to view our protestations of democracy with scepticism."

## Governor Appoints New Board Members

Governor W. Kerr Scott appointed four new members of the State Board of Education on April 22, which were approved by the General Assembly as provided by the Constitution. One of the number, Dr. H. L. Trigg, President of St. Augustine's College, is the first Negro member ever to serve on the State Board.

Paul S. Oliver of Marietta, Robeson County, was appointed for an eight year term to succeed H. E. Stacy of Lumberton.

Sanford Martiu of Winston-Salem was appointed to succeed himself for an eight year term.

Claude Farrell of Elkin was appointed to fill out the unexpired term of Mrs. R. S. Ferguson, which runs till April 1, 1955.

H. L. Trigg of Raleigh was appointed for an eight year term from the State at large to succeed Alonza C. Edwards, who had resigned to become a member of the General Assembly but whose term would have expired on April 1, 1949.

## Driver Training Institutes To Be Held in Summer

Plans are being made for holding Driver Training Institutes in three sections of the State during the summer, it is announced by John C. Noe, Safety Adviser for the State Department of Public Instruction.

Details concerning places for these institutes, dates, etc., will be made available just as soon as all plans have been completed, Mr. Noe stated.

## Features

	Page
Study Shows Most U. S. Texts Free of Group Bias.....	1
Colleges for Negroes Graduate 17,000.....	5
What Subjects Do N. C. High School Boys and Girls Study?..	6
The Attorney General Rules.....	15

# Superintendent Erwin Says . . .

The General Assembly of 1949 has enacted certain important school legislation which I wish to call to your attention.

In the first place, the appropriations for operating the nine months school term were increased from \$61,633,597 in 1948-49 to \$82,273,494 and \$83,520,898 for 1949-50 and 1950-51, respectively. This represents an increase of around 33½ per cent in this fund, and will enable the State to pay an average salary of \$2500 annually to teachers holding Class A certificates, or an increase of approximately 28.5 per cent in instructional service. The salary of beginning teachers in this group will be increased by approximately \$450 annually. Funds for vocational education, and for the purchase of free textbooks and school buses were also substantially increased.

Other legislation enacted at this session of the General Assembly included the following:

1. An appropriation of \$25,000,000 was made to the counties (\$250,000 each) for the erection of new school buildings, and provision for voting another \$25,000,000 for this purpose by the people was also made.

2. Provision was made for the appointment of a State supervisor of music for the Department of Public Instruction. Provision was also made for other State supervisors for the Divisions of Instructional Service and Negro Education and for the support of the Safety Adviser and Resource-Use Education Division, formerly supported by the aid of private funds.

3. Provision was also made for the enrichment and strengthening of the public school system by giving the State Board of Education broad discretionary authority in making allotments of personnel to the local administrative units for various purposes other than actual teaching.

4. Provision was also made for accepting and using any Federal funds that may be appropriated to this State for schools.

A number of other acts which concerned public education were passed. Mimeograph copies of the most important of these have already been furnished to superintendents. All of this legislation will be codified, and with legislation enacted by the General Assemblies of 1945 and 1947 will be printed and made available to those persons desiring these laws.

## NORTH CAROLINA PUBLIC SCHOOL BULLETIN

VOL. XIII, No. 9  
May, 1949

CLYDE A. ERWIN  
State Superintendent of Public Instruction

### EDITOR:

L. H. JOBE  
Director, Division of Publications



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# . . . . . *Editorially Speaking* . . . . .

## **More Light**

One of our readers felt that the article appearing in the March number on school entrance ages was not fully developed in that some states provide kindergarten instruction and therefore might well for this reason have a lower first grade entrance age than states like North Carolina that do not provide for public kindergartens. We are, therefore, presenting in this issue a further article showing the relation (?) of kindergarten to first grade entrance ages.

As the table presented with this article shows, there is no state in which all pupils spend a year in kindergarten before they enroll in the first grade. Three states, California, New York and Connecticut, come the closest to this ideal, with three-fourths of their pupils having a year's kindergarten instruction before they enter the first grade. In six states, half of the pupils have this pre-first grade instruction; in nine states one-fourth of the first graders have a year of kindergarten; and in 13 states less than one-fourth of the first grade pupils attended kindergartens. The remaining 17 states have no public kindergartens. A simple glance at the tabulation indicates no correlation between first grade entrance ages and kindergartens.

Another point which our reader made was to our editorial "Assumption" in the same number in which we used the figure 28,856, intending to imply that of this total number of classrooms in the State, those used for first grade instruction (we don't know the number, perhaps 4,000) in many instances could absorb the additional first grade enrollment that would result if the first grade entrance age were moved from October 1 to January 1. This would occur only for the year the change goes into effect, since obviously thereafter a year's births regardless of age entrance date would be entitled to enter school. We are of the opinion still that a part of this initial year's increased enrollment could be absorbed in this manner. To make it more easier, the change could be effected a month each year until the desired reference date is reached. Certainly, a majority of 8,000 additional first graders

could be taken care of without additional cost, the argument that we were trying to refute. We admit that there will be some rooms where additional pupils cannot be accommodated. But in many of these cases overcrowding is already a problem, and perhaps the addition of a few more pupils would necessitate a division beneficial to the present condition.

As stated in our former editorial, we recognize that some children are not ready for first grade instruction as now provided. The fact that kindergartens are provided in many states and that first grade entrance ages are delayed in others indicate an effort on the part of educators to solve the same problem — that of fitting first grade instruction to the child. Maybe the solution lies in a "kindergarten type" of instruction in our first grades, at least for part of the term, and that chronological ages have nothing to do with it. Maybe, too, we are thinking too much in terms of a set course of study and not enough in terms of the individual child. Certainly, we have no quarrel with teachers over this matter. We are sure that they are doing the best that they can under the circumstances and under present educational philosophies.

## **New School Laws**

At the time this publication went to press the General Assembly of 1949 had not adjourned. Therefore, we were unable to appraise the school legislation enacted by that body. However, we believe we can safely say that whatever is finally done, the public schools will be provided for in every respect better than at any time during their history.

To mention a few items that appear among the fait accompli are the following: increased salaries for all school personnel, an expanded health program, a school building program of some kind, and wider authority of the State Board of Education in the use of State funds for improving the instructional program. We are of the opinion that the school forces should accept these accomplishments as a victory for better schools; we also think that better instruction will be provided in all its phases as a result of the school legislation enacted at the 1949 session of the Legislature.

## 31 States Have Kindergartens

Although 31 of the 48 states have some kindergarten schools, no state provides instruction on this level to all eligible pupils, a recent survey by the Iowa State Education Association shows.

In three states, the survey shows, 3/4 of the first grade pupils have been to kindergartens. In six states 1/2 of first grade pupils have had kindergarten

instruction; in nine states 1/4 of first grade pupils attended kindergartens; and in 13 states less than 1/4 of first graders had had a full year of kindergarten instruction. The remaining 17 states provided no public kindergarten.

The states with proportion of pupils who spend a full year in kindergarten as related to first grade entrance ages are as follows:

<i>First grade entrance age</i>	<i>Kindergarten</i>	<i>No Kindergarten</i>
No minimum		Mass.
4 years:		Wisconsin
5 years:	Iowa ( $\frac{1}{2}$ ), Neb. ( $\frac{1}{2}$ ), N. Y. ( $\frac{2}{3}$ )	Mich., New Jersey
5 years, 5 mos.:	Kentucky ( $\frac{1}{2}$ )	
5 years, 6 mos.:	Cal. ( $\frac{2}{3}$ ), Pa. ( $\frac{1}{2}$ )	
5 years, 7 mos.:	West Va. ( $\frac{1}{2}$ )	
5 years, 8 mos.:	Ariz. ( $\frac{1}{2}$ ), Ind. ( $\frac{1}{2}$ ), Kansas ( $\frac{1}{2}$ ), N. M., Nev., Okla., Ohio La. ( $\frac{1}{2}$ ), Maine ( $\frac{1}{2}$ ), Minn. ( $\frac{1}{2}$ ), Tenn. ( $\frac{1}{2}$ ), Vermont ( $\frac{1}{2}$ )	
5 years, 9 mos.:	Delaware ( $\frac{1}{2}$ ), Fla. ( $\frac{1}{2}$ ), Ill. ( $\frac{1}{2}$ )	
5 years, 10 mos.:	S. C. ( $\frac{1}{2}$ )	N. C., Va.
5 years, 11 mos.:	Ala. ( $\frac{1}{2}$ ), Utah ( $\frac{1}{2}$ )	Ga., Idaho., Miss., Mo., Mont., Texas
6 years:	Ark. ( $\frac{1}{2}$ ), Colo. ( $\frac{1}{2}$ ), Conn. ( $\frac{1}{2}$ ), Md. ( $\frac{1}{2}$ ), N. D. ( $\frac{1}{2}$ ), Ore. ( $\frac{1}{2}$ ), S. D. ( $\frac{1}{2}$ ), Wash. ( $\frac{1}{2}$ ), Wyo. ( $\frac{1}{2}$ )	Rhode Island
Not specified	New Hampshire ( $\frac{1}{2}$ )	

## Association Honors North Carolinians

A number of North Carolinians were elected to various offices in the Southern District Division of the American Association of Health, Physical Education and Recreation, which met recently in Asheville. Among these were the following:

Charles E. Spencer, Co-Director, School Health Co-ordinating Service, Raleigh, Vice-President of Health.

Marjorie Leonard, W. C. U. N. C., Secretary of the Physical Education Section and Secretary of Camping.

Margaret Greene, W. C. U. N. C., Secretary of the Public Relations Section.

John Noe, Safety Adviser, State Department of Public Instruction, Secretary of the Safety Section.

Dorothy Davis, W. C. U. N. C., Secretary of the National Section of Women's Athletics.

Doris Hutchinson, Guilford College, Chairman of the Southern District for the National Section of Women's Athletics.

Mrs. Ruth W. Fink, University of North Carolina, President of the Southern Association of Physical Education for College Women.

## Conference to Have Outstanding Educators

An outstanding array of nationally known specialists and consultants have been engaged for the Conference on Elementary Education which is to be held at the University of North Carolina in Chapel Hill, June 27-29, it is announced by Dr. H. Arnold Perry, Chairman of the Conference Planning Committee. The following persons are slated to participate in the Conference. Dr. Perry stated:

Dr. Bess Goodykoontz, Director, Division of Elementary Education, U. S. Office of Education, Washington, D. C.

Superintendent Virgil M. Rogers, Battle Creek Public Schools, Battle Creek, Michigan, representing the National Association for Supervision and Curriculum Development.

President J. Hillis Miller, University of Florida, Gainesville, Florida, as a member of the National Council on Religion in Education.

Miss Virginia White James, Specialist in Educational Methods, Tennessee Valley Authority, Knoxville, Tennessee.

Professor William A. McCall, Columbia University, specialist in educational and psychological measurement.

The theme of the conference will be

## Concord Honors Former Superintendent

The late A. S. Webb, Superintendent of the Concord schools from 1908 to 1943, was honored recently by the unveiling of an oil painting and memorial exercises in the Webb School auditorium.

The portrait, painted by J. Lee Settlemeyer of Kings Mountain, was given to the school by Richard Halbert Webb, Sr., only son of Mr. Webb, and unveiled by his son Richard Halbert Webb, Jr. It was presented to the school on behalf of Mr. Webb by Luther T. Hartsell.

In presenting the portrait, Mr. Hartsell paid high tribute to Mr. Webb's life and sterling character. "His teaching, his influence and the example of his noble life have influenced hundreds of children, boys and girls to be good citizens and to make the most of this life, and this influence will be an inspiration to children yet unborn," Mr. Hartsell said.

The Concord Tribune also paid tribute to Mr. Webb. In an editorial this paper said that "Mr. Webb was more than a superintendent of schools for more than a quarter of a century; he was more than a good and great educator; he was more than a friend to generations of Concord school children. Mr. Webb was a tradition of learning which bred culture, of discipline which taught self-discipline, of principles which lead to character."

## "Toward Better Elementary Education."

Study groups at the conference will take up such topics as "The Selection and Education of Elementary Teachers," "Better Supervisory and Administrative Leadership," "The Improvement of the Elementary School Curriculum," and "The Development of Better Evaluation Procedures."

All persons interested in elementary education including teachers, superintendents, supervisors, and principals are being invited to the Conference. A large number of college professors and leading school superintendents will serve as resource people, along with representatives of the various educational organizations of the State.

Two features of the program will be a tour of the new Communications Center and the screening of new educational motion pictures and a guided tour through the new \$2,000,000 Morehead Planetarium with a talk by Dr. Roy K. Marshall, Planetarium Director.

## New Commissioner Urges Federal Aid

"I feel it my duty to warn the people of the United States of America that bad as the crisis in education is today, it will be many times as bad in five years unless the Nation acts vigorously . . . We can only go forward with the aid of Federal support." Thus spoke the new U. S. Commissioner of Education, Dr. Earl J. McGrath, following his induction into office, March 18, 1949. "Some say," he continued, "that Federal aid will lead to Federal domination and result in Federal control of the thinking of our citizens. I deny this. The tradition of local control of education is firmly established in America. I believe in it. I have no fear that the people of the land would ever let it be destroyed. . . . If there is any threat to local initiative and responsibility . . . it comes from the increasing deterioration of our educational system itself, through financial starvation. . . ."

## Western Counties Have Fewer Negroes in School

The 24 western counties of the State had 1,445 fewer Negro pupils in average daily attendance during 1947-48 than in 1935-36, a recent tabulation of figures shows.

In 1935-36, the tabulation shows, the total average daily attendance of Negroes in these counties was 9,282. This number had dropped to 7,837 in 1947-48.

An analysis of the tabulated figures shows a decrease of 3,341 in the number of children ages 6-20 inclusive during this twelve-year period, thus causing a considerable decrease in elementary school enrollment. High school enrollment increased from 1,122 to 1,264, even taking into consideration that grades 8-11 constitute the high schools of the first year, whereas grades 9-12 are now classified as the high school.

A number of these 24 western counties do not have sufficient high school enrollment for the establishment of high schools. There are high schools for Negroes, however, in the following counties: Alexander, Buncombe, Burke, Caldwell, Henderson, Jackson, McDowell, Polk, Rutherford, and Wilkes. Five Counties—Avery, Haywood, Macon, Transylvania and Watauga—each has a few Negro pupils ready for high school, but the number does not justify the establishment of new high schools. Alleghany, Ashe, Cherokee, Clay, Graham, Madison, Mitchell, Swain and Yancey do not have any enrollment in grades 9-12.

## Colleges for Negroes Graduate 17,000

North Carolina's institutions of higher learning for Negroes have graduated approximately 17,000 students since 1921, it is shown by a tabulation by G. H. Ferguson, Assistant Director Division of Negro Education, State Department of Public Instruction.

The Division of Negro Education was established in 1921, its primary function being "to secure better supervision of Negro education in all normal schools, training schools, high schools, elementary schools, and teacher training departments in all colleges for Negroes over which the State now or hereafter may have any control."

There are now twelve institutions of college grade in the State for Negroes five State-supported and seven private institutions. They are the Agricultural and Technical College, Greensboro; North Carolina College, Durham; Elizabeth City, Fayetteville, and Winston-Salem Teachers' Colleges, all public institutions; and Barber-Scotia College, Concord; Bennett College for Women, Greensboro; Johnson C. Smith University, Charlotte; Livingston College, Salisbury; Shaw University, Raleigh; St. Augustine's College, Raleigh; and Immanuel Lutheran College, Greensboro.

The following table showing graduates of these institutions also includes graduates of two junior colleges, Bricks and Kittrell, now discontinued but which existed during a few years of the period:

1921....	58	1935....	627
1922....	57	1936....	710
1923....	80	1937....	862
1924....	92	1938....	580
1925....	139	1939....	717
1926....	220	1940....	937
1927....	228	1941....	1,184
1928....	329	1942....	1,033
1929....	425	1943....	890
1930....	497	1944....	733
1931....	516	1945....	850
1932....	377	1946....	966
1933....	441	1947....	1,112
1934....	490	1948....	1,751
Total....	16,901		

Mr. Ferguson points out that from 1921 to 1937 a large percentage of these graduates were from the State's two-year normal schools. Prior to 1921, he states, there were very few college graduates from Negro colleges, which had not been standardized. Since 1944 practically all graduates have had four years of college training. The large increase for 1948 is attributed to G. I. enrollment.

## Survey of Earned Degrees Made by Office of Education

Nearly a third of a million degrees were conferred by colleges and universities in the United States during the year ending June 30, 1948. The Office of Education, Federal Security Agency, made this announcement recently in reporting for the first time the actual number of earned degrees of each level (Bachelor's, Master's, and Doctor's) conferred in each field of study by each of the 1,214 higher educational institutions across the nation.

The number of Bachelor's and first professional degrees conferred totaled 272,144. This was an increase of 45.9 per cent over the pre-war high of 186,500 in 1939-40. More than twice as many Master's and second professional degrees were granted last year as were granted in 1939-1940. The total for 1947-1948 was 42,417; for 1939-1940 the total was 26,731, an increase of 58.7 per cent. The number of Doctor's degrees conferred rose from 3,497 in 1941-1942 to 4,188 in 1947-1948, a percentage increase of 19.8.

The Office of Education study reveals that 208,581 men received degrees during the year, as compared with 110,168 women.

Privately controlled institutions of higher education granted more degrees than institutions under public control. The number conferred by private institutions was 163,293 and by public institutions 155,456.

## Teachers and Other State Employees Get 20 Per Cent Salary Increase

Early in March the General Assembly, then in session, passed an act providing for salary increases of twenty per cent for each State employee including all school personnel retroactive to October 1, 1948.

This act as applied to all State employees except teachers and others employed for a nine-month basis meant an increase for three-fourths of the fiscal year 1948-49. Applied to teachers and other State personnel employed on a nine-months term basis, it meant a twenty per cent raise for six and three-fourths months. In other words, public school teachers get the same increase on an \$1800 nine months salary that other State employees got on a \$1800 yearly salary.



## Mrs. Maley Makes Suggestions for Closing Lunchrooms

Inventories, financial statements, cleanliness—these are the key words used by Mrs. Anne Maley, State Supervisor of School Lunch Program, in her suggestions to lunchroom managers for closing out lunchrooms at the end of the school term.

A detailed inventory of both equipment and food should be filed with the superintendent, Mrs. Maley states. Copies of these inventories should be placed in the school's files. Forms will be furnished for use in making up a statement of the financial status of the lunchroom when it closes. Lunchroom managers should leave the lunchroom completely clean. "Everything should be cleaned and stored properly."

## Incandescent Lighting Not Antiquated

Schools that use incandescent lighting need not be considered antiquated, according to W. F. Credle, Director of the Division of Schoolhouse Planning, State Department of Public Instruction.

Mr. Credle's opinion on this matter is substantiated by "most modern plans" selected by the National Council of Schoolhouse Construction. At a recent meeting of the Council, Mr. Credle states, a group of floor plans and descriptions of the most modern schools, which Council members in attendance at the meeting visited, was sent to him. "A majority of these particular schools use incandescent light, the conœtric ring fixture being preferred."

## Students Help Build School

Adult pupils taking training under the Veterans Training Program helped build an elementary school in the Murphy city unit, Cherokee County, it is learned by A. B. Combs, who recently made an inspection of the new building.

The building is modern and attractive, Mr. Combs states. "And it will relieve a very crowded situation and make it possible for all present enrollment to be housed comfortably. Superintendent Bueck and his associates are to be congratulated on this accomplishment."

Mr. Combs also reports that an addition of two classrooms to the Stecoah School in Graham will enable the high school to complete the requirements for accreditation at the end of this term.

## What Subjects Do North Carolina High School Boys and Girls Study?

English, mathematics and algebra, citizenship, United States History, general science and biology, health and physical education—these are the most popular high school subjects for North Carolina boys and girls.

Perhaps the fact that these are all required subjects has something to do with their popularity. And perhaps when these required subjects are taken there are very few subjects left in a majority of schools from which other selections may be made. And perhaps also these other subjects which are offered in some schools are not desired by North Carolina boys and girls. Whatever the reasons, the distribution of these boys and girls in accordance with the subjects taken is presented in the following table:

SUBJECTS (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
ENGLISH:						
English I	722	41,214	232	12,740	954	53,954
English II	708	35,146	225	10,715	933	45,861
English III	693	26,964	221	7,959	914	34,923
English IV	688	21,646	211	5,769	899	27,415
Dramatics	48	1,357	15	365	63	1,722
Speech	29	714	6	112	35	826
Journalism	51	1,013	5	137	56	1,150
Spelling	69	6,541	20	1,267	89	7,808
Debate and Public Speaking	4	58	0	0	4	58
Library Science	12	210	1	31	13	241
Language Arts	0	0	1	40	1	40
Misc. (Contemporary literature, remedial)	4	49	0	0	4	49
Stage Craft	1	32	0	0	1	32
MATHEMATICS:						
General Mathematics I	525	25,455	202	11,231	727	36,686
General Mathematics II	0	0	18	512	18	512
Algebra I	684	33,620	197	8,837	881	42,457
Algebra II	368	13,096	75	2,803	443	15,899
Plane Geometry	493	12,738	139	3,331	632	16,069
Solid Geometry	35	700	6	145	41	845
Trigonometry	37	767	0	0	37	767
Basic Mathematics, Arithmetic	22	430	0	0	22	430
College or Advanced Algebra	24	534	0	0	24	534
Textile Mathematics	1	24	0	0	1	24
Survey Mathematics	1	23	0	0	1	23
Consumer Mathematics	6	126	0	0	6	126
Practical Mathematics	1	17	0	0	1	17
SOCIAL STUDIES:						
Citizenship	533	27,203	181	10,102	714	37,305
World History	382	13,025	142	5,715	524	18,740
United States History	629	27,805	191	7,216	820	35,021
Economics	438	6,594	139	3,481	577	10,075
Sociology	440	9,538	135	3,094	575	12,632
Problems	46	1,269	43	1,170	89	2,439
Geography	213	5,063	52	1,434	265	6,497
Government	5	465	0	0	5	465
Ancient History	9	489	5	226	14	715
Modern History	10	230	7	235	17	465
North Carolina History	1	13	8	697	9	710
Latin American History	2	56	0	0	2	56
Current History	2	31	0	0	2	31
International Relations	2	90	0	0	2	90
Occupational Guidance	10	716	8	197	18	913
Negro History	0	0	13	534	13	534
SCIENCE:						
General Science	521	22,489	189	9,325	710	31,814
Biology	677	34,369	215	9,987	892	44,356
Chemistry	310	7,204	124	4,224	434	11,428
Physics	244	4,534	82	2,062	326	6,596
Natural Science, Physical Sciences	6	164	0	0	6	164
Aeronautics	1	94	0	0	1	94
HEALTH AND SAFETY:						
Health	532	32,209	135	9,497	667	41,606
Hygiene	1	15	0	0	1	15
Driver Education	23	677	2	48	25	725
Safety and First Aid	7	193	0	0	7	193
PHYSICAL EDUCATION	618	49,610	168	9,067	786	58,677
ART, ARTS AND CRAFTS	34	1,544	13	925	47	2,469
MUSIC	30	1,570	43	3,088	73	4,658
Glee Club, Chorus, Choir, etc.	112	6,823	18	1,401	130	8,224
Orchestra and Band	84	4,273	21	804	105	5,077
Music Appreciation	2	29	0	0	2	29
VOCATIONAL:						
Agriculture I	377	6,985	93	2,294	470	9,279
Agriculture II	358	5,489	93	1,565	451	7,054
Agriculture III and IV	336	4,893	74	1,094	410	5,987

## Raeord Faculty Discuss Curriculum

A series of conferences on curriculum offerings has been conducted by the faculty of the Raeord schools under the direction of principal W. T. Gibson, Jr.

At a conference held March 28 the following members of the Department of Public Instruction assisted Principal Gibson and his faculty in making plans for next year: Mary Vann O'Briant, Ella Stephens Barrett, John L. Cameron, John C. Noe, and A. B. Combs.

It was decided at this conference that the counseling service under the direction of Miriam Watson should be strengthened. Miss Watson now gives about two-thirds of her time to counseling. There is evidence, according to Mr. Combs, who reported the activities of the conference, that students are taking full advantage of the opportunities to discuss their problems with Miss Watson.

## Rocky Mount Superintendent Dies

Superintendent R. M. Wilson of the Rocky Mount City Administrative Unit died suddenly April 1 following a heart attack.

Superintendent Wilson had been head of the Rocky Mount schools for 36 years. He taught one year at Hillsboro following his graduation from the University in 1900, and then went to Rocky Mount as high school principal. After two years as principal he was made superintendent.

High School principal D. S. Johnson has been designated by the school board as superintendent.

Besides his school activities, Superintendent Wilson also had been interested in church and civic affairs. He had held important positions in education circles and was active in boy scout work.

## State Will Stock Report Cards

Report card forms used in reporting the work of pupils to parents will be printed and stocked by the State Department of Public Instruction, according to L. H. Jobe, Director of Publications.

Mr. Jobe stated that orders for a supply of both the elementary and high school forms approved by the Department had been placed with the printer, and the price at which these forms could be obtained would be announced soon.

## Federal Aid Filmstrip Now Available

A new filmstrip on Federal aid for education is now available from the National Education Association. It is entitled "Toward Better Schools for All Children—thru Federal Aid." The 55-frame, 35mm. filmstrip tells a simple story: there is an educational need, the need cannot be met fully by the states, federal aid will help overcome the worst educational shortages, and everyone can tell Congress that the necessary legislation should be passed. . . . An illustrated 32-page lecture guide to accompany the filmstrip contains a script for commentary, suggested methods of presentation, an analysis of how federal aid will function, statistical data on each state and answers to arguments against federal aid. . . . Although prepared primarily for parents and the general public, the filmstrip also may be used for teachers' groups where the need is for a general understanding of the reasons for federal aid. . . . Both the filmstrip and lecture guide may be ordered from the N.E.A. for \$1, or obtained on a loan basis from your state education association if your state association has requested its allotment of free copies.

## German Superintendent Visits Department

Kurt Wawrzyniak, superintendent of schools of Karlstadt-Main, Germany, was a visitor to the office of the Department of Public Instruction on April 14. He was accompanied by Dr. H. Arnold Perry of the University, formerly a member of the Department.

Supt. Wawrzyniak is in America for three months, visiting American schools, departments and educational institutions, under an arrangement with the American Military Government and Columbia University. His administrative unit in Germany comprises 50 schools, 130 teachers and 7,000 children.

SUBJECTS (Grades 9-12)	WHITE		NEGRO		TOTAL	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
Home Economics I	588	17,918	157	6,006	745	23,924
Home Economics II	562	12,596	152	4,244	714	16,840
Home Economics III and IV	346	4,844	103	2,426	449	7,270
Industrial Arts	60	3,194	24	1,254	84	4,448
Mechanical Drawing	28	1,047	2	44	30	1,093
Diversified Occupations	22	550	11	244	33	794
Distributive Education	19	547	0	0	19	547
Vocational Shop and Trades, Sheet Metal, Electricity, etc.	43	1,198	44	1,141	87	2,339
Printing	5	91	0	0	5	91
Radio	3	75	0	0	3	75
Cosmetology	1	77	0	0	1	77
Textiles	1	23	0	0	1	23
<b>BUSINESS EDUCATION:</b>						
General Business	173	5,979	25	805	198	6,784
Typewriting I	432	17,928	46	1,260	478	19,188
Typewriting II	331	6,699	20	323	351	7,022
Business Arithmetic	114	3,536	23	688	137	4,224
Elementary Bookkeeping	226	5,254	9	209	235	5,463
Advanced Bookkeeping	18	241	0	0	18	241
Shorthand I	242	4,164	18	383	260	4,547
Shorthand II	89	892	9	93	98	985
Business English	24	638	2	28	26	666
Salesmanship	8	196	0	0	8	196
Business Law	25	527	2	74	27	601
Business Geography	7	234	0	0	7	234
Secretarial and Office Practice	13	159	1	18	14	177
Banking	5	0	0	0	5	0
Consumer Economics	1	20	0	0	1	20
Business Machines	1	83	0	0	1	83
<b>FOREIGN LANGUAGE:</b>						
French I	495	9,642	153	4,409	648	14,051
French II	437	8,893	145	2,909	582	8,802
Latin I	148	4,914	15	535	163	5,449
Latin II	127	3,317	14	357	141	3,674
Latin III	5	75	0	0	5	75
Latin IV	4	55	0	0	4	55
Spanish I	92	3,212	4	116	96	3,328
Spanish II	79	1,787	3	66	82	1,853
Spanish III	1	19	0	0	1	19
<b>OTHER SUBJECTS:</b>						
Psychology	4	140	0	0	4	140
Bible	90	5,322	1	4	91	5,362
R. O. T. C.	1	300	0	0	1	300

### ENROLLMENT BY GRADES

Ninth.....	42,708		14,001		56,709
Tenth.....	35,301		10,828		45,927
Eleventh.....	27,965		7,920		35,885
Twelfth.....	22,763		5,814		28,577
Total.....	730	128,737	226	38,361	956 167,098

# Schools Spend More Than \$5,500,000 for Permanent Improvements

An expenditure of more than \$5½ million was made for permanent improvements — sites, buildings, and equipment, library and textbooks, and other capital expenditures. Loans from the Government and interest on loans were also included in the total. The most recently tabulated figures show.

This was the largest expenditure since 1906, and it followed four years previous when nearly \$8 million was expended for capital outlay expenses.

**Table I**

Table I shows the expenditures for capital outlay for each of the 21 years from 1925-26 to 1946-47 inclusive. These expenditures are classified as to purposes into five parts, the largest being that of sites, buildings and equipment.

An analysis of this table shows relatively larger expenditures—from

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### L. EXPENDITURES FOR CAPITAL OUTLAY, 1925-26 to 1946-47

Year	Stra Buildings and Equipment	New Library and Textbooks	New Bases and Granges and Equipment	Office Equipment and Other	Interest on Loans	Total
1925-26	\$8,200,573.03	\$9,380,466	\$52,291.28	\$206,330.42	\$18,062.99	\$9,054,985.19
1926-27	8,200,573.03	9,380,466	52,291.28	206,330.42	18,062.99	9,054,985.19
1927-28	8,500,732.60	70,050.63	492,585.76	1,022.02	38,062.99	9,077,724.30
1928-29	7,381,281.20	77,054.09	492,585.76	1,022.02	38,062.99	7,977,786.05
1929-30	7,381,281.20	77,054.09	492,585.76	1,022.02	38,062.99	7,977,786.05
1930-31	3,574,444.17	73,625.81	304,225.07	7,493.30	7,183.19	3,906,901.53
1931-32	1,374,272.72	27,355.55	180,833.47	4,014.49	39,791.82	1,630,272.15
1932-33	3,574,444.17	73,625.81	304,225.07	7,493.30	7,183.19	3,906,901.53
1933-34	3,574,444.17	73,625.81	304,225.07	7,493.30	7,183.19	3,906,901.53
1934-35	3,102,554.28	25,707.81	69,197.08	3,896.54	1,814.59	3,184,069.03
1935-36	3,102,554.28	25,707.81	69,197.08	3,896.54	1,814.59	3,184,069.03
1936-37	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1937-38	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1938-39	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1939-40	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1940-41	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1941-42	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1942-43	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1943-44	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1944-45	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1945-46	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1946-47	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1947-48	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1948-49	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1949-50	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1950-51	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1951-52	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1952-53	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1953-54	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1954-55	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1955-56	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1956-57	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1957-58	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1958-59	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1959-60	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1960-61	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1961-62	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1962-63	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1963-64	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1964-65	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1965-66	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1966-67	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1967-68	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1968-69	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1969-70	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1970-71	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1971-72	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1972-73	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1973-74	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1974-75	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1975-76	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1976-77	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1977-78	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1978-79	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1979-80	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1980-81	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1981-82	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1982-83	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1983-84	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1984-85	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1985-86	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1986-87	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1987-88	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1988-89	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1989-90	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1990-91	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1991-92	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1992-93	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1993-94	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1994-95	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1995-96	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1996-97	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1997-98	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1998-99	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
1999-00	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2000-01	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2001-02	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2002-03	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2003-04	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2004-05	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2005-06	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2006-07	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2007-08	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2008-09	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2009-10	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2010-11	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2011-12	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2012-13	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2013-14	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2014-15	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2015-16	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2016-17	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2017-18	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2018-19	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2019-20	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2020-21	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2021-22	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2022-23	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2023-24	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2024-25	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2025-26	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2026-27	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2027-28	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2028-29	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2029-30	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2030-31	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2031-32	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2032-33	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2033-34	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2034-35	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2035-36	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2036-37	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2037-38	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2038-39	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2039-40	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2040-41	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2041-42	4,706,071.90	64,367.13	139,855.31	4,312.55	7,490.32	4,922,117.11
2042-43	4,706,071.90</					

As the table further shows, more money has been expended for library materials and textbooks than during the early years of the period considered. This was due partly to inflation, but also to the fact that prior to 1935-36 the purchase of textbooks was largely by parents rather than by the schools with the use of public funds.

Both the expenditures for new buses, garages and equipment and for office equipment, etc. increased sharply in 1946-47 over next preceding years. These increases, as well as those for other capital outlay purposes, are no doubt due to the fact that conditions have absolutely necessitated such expenditures. The rise in costs of such equipment. Schools could not continue to operate with the capital investments available. The situation has not yet been corrected, as substantial inventories of physical facilities

Tables II and III

These two tables show the expenditures for capital outlay in each of the 100 county and 71 city administrative units during the six years, 1941-42 to 1946-47 and the total for the period.

As a whole it can be said that during these years each unit has spent sufficient funds to erect one or two good buildings. Several units have spent practically little for capital outlay. Approximately \$19 million were spent in all units during these six years.

#### III. TOTAL EXPENDITURES FOR CAPITAL OUTLAY, 1941-42 to 1946-47

[illegible]





# Legislators Introduce More School Bills

School bills introduced at the 1949 session of the General Assembly in addition to those listed in preceding numbers of this publication are as follows:

**HR300 — (Joint Resolution)** Introduced by Edwards of Greene — "To invite the Association of American Teachers Colleges to meet at the Appalachian State Teachers College." (Joins General Assembly of North Carolina with President and Board of Trustees of Appalachian State Teachers College in extending invitation to the Association to hold its 1950 meeting in Boone.) To Higher Education.

**SR157 — (Joint Resolution)** Introduced by Allsbrook—"Providing for the appointment of a Commission to make a study of the administration of all agencies, departments and institutions of the State and submitting recommendations to the 1951 session of the General Assembly with respect to any improvement in the administration of such agencies, departments and institutions which would promote greater economy and efficiency and provide greater service to the people of the State of North Carolina." (Authorizes Governor to appoint on or before March 15, 1949, a 15-member Commission (1) to make a study of the Administration of all State agencies, departments and institutions, (2) to determine if there is duplication in performance of duties, functions or services in the State government, (3) to determine if any agency, department or institution should be eliminated or if any two or more could be consolidated, (4) to make a study of state-owned and privately-owned vehicles used by employees in service of the State to see if maintenance and operation of such vehicles could be accomplished in a more economical and efficient manner than at present, and (5) to recommend legislation to the 1951 General Assembly which would best accomplish the Commission's purpose. Gives authority to employ professional and clerical assistants and fix their compensation. Sets per diem of members of Commission at \$10 with travel allowance and subsistence as provided by law. All such expenses are to be met from the Contingency and Emergency Fund.) To Judiciary 2.

**SR158 — (Joint Resolution)** Introduced by Allsbrook and Parker—"Authorizing the appointment of a Commission to make a study of the community college." (Authorizes Governor to appoint an 11-member Commission (1) to ascertain the extent to which present colleges meet the needs of students on the freshman and sophomore levels, (2) to determine if there is a need for the community college, (3) if a need is found, to define the purposes of such school, to set up criteria for developing such schools, and to chart a program of action in developing such schools including recommendations for legisla-

tion. The members shall include a junior college representative, a senior college representative, a county or city superintendent, a secondary school principal, and the State Superintendent of Public Instruction. Allows a per diem of \$10 and actual expenses incurred in attending meetings to be paid from the Contingency and Emergency Fund. To Education.

**HR436 — (Joint Resolution)** Introduced by Taylor of Buncombe—"Authorizing the appointment of a commission to make a study of the community college." (Identical with SR158.) To Higher Education.

**SB164—Introduced by Fountain—"To amend Article II of the Constitution so as to safeguard the funds of the Teachers' and State Employees' Retirement System." (Adds Sec. 31 to Article II of the N. C. Constitution providing that the funds of the Teachers' and State Employees' Retirement System shall be used only for retirement purposes, except for benefits, administrative expenses and refunds as authorized by the retirement law. This amendment is to be submitted at the next general election.) To Teachers and State Employees Retirement.**

**SB168—Introduced by Phillips—"To provide pensions for public school classroom teachers who have completed thirty years of service and attained the age of sixty-five years." (Adds to first paragraph of G. S. 135-14 a proviso that any public school classroom teacher who has completed 30 years service and who has become 65 years of age after the ratification of the Retirement Act shall be entitled to receive the benefits which the 30 years service would have entitled such teacher had he or she been teaching in the public schools at the time the Act became effective and had chosen to become a member of the Retirement System.) To Education.**

**SB175 — Introduced by Moss — "To encourage and facilitate the education and training of prospective teachers in North Carolina." (Authorizes governing boards of all State supported educational institutions to waive tuition fees for any student enrolling in a course leading to a N. C. teacher's certificate if the student agrees in writing to teach one year in an accredited school of N. C. for each year for which the tuition is waived.) To Education.**

**SB186 — Introduced by Crawford — "To amend option 3, of paragraph 7, of Section 135-5 of Chapter 135, of the General Statutes of the State of North Carolina known as the Retirement Act for teachers and State employees, and to temporarily increase the compensation now being paid retired teachers and employees." (Increases retirement benefits by 20 per cent for the fiscal year 1948-49 and by 10 per cent for the next biennium. Adds to option 3 of G.S. 135-5 (7) a provision that the**

written nomination may be made at any time rather than at time of retirement.) To Teachers and State Employees Retirement.

**SB199—Introduced by Allsbrook and others—"To amend certain sections of the School Machinery Act and to repeal all laws and parts of laws in conflict therewith." (Adds to School Law of 1939 the purpose of establishment of a foundation program of education. Provides for one additional teacher for special instructional services for every eight State-allotted elementary and high school teachers for allotment of teachers; of vocational education, teachers of handicapped children, and for teachers of adult education classes. Provides for determination of the cost of the foundation program as follows: The cost of instructional services shall be determined in accordance with the State salary schedule with one per cent of this amount added to provide for substitute teachers. Current expense other than instructional service, transportation and health shall be calculated by multiplying the number of instructional personnel allotted by \$350 and adding the superintendent's salary. Capital outlay shall be calculated by multiplying the number of instructional personnel allotted by \$175, provided that this capital outlay may be increased by not over \$50 per teacher by transfers from the current expense funds to the extent that such current expense funds may be replaced by federal funds. Transportation costs shall be determined by the State Board of Education. Health costs shall be calculated by multiplying the average daily membership of each unit by 50 cents. The foundation program for instructional service, current expense, and capital outlay shall be financed jointly by the State and the local units, the State to contribute 85 per cent of the total cost, and the remainder to be furnished from local county-wide sources, the amount to be furnished by each unit to be determined by multiplying the percentage that each county's taxpaying ability is of the State's total taxpaying ability by 15 per cent of the total cost of the foundation program except that if federal funds for aid to education become available the 15 per cent contribution may be reduced to 10 per cent by the State Board of Education. The amount of State funds to be allotted to each county for instructional service, current expense and capital outlay shall be the difference between the total costs for these objects and the local funds required under the formula set out above. In counties having more than one administrative unit the local funds shall be apportioned among the units in the same proportion that the cost of the foundation program in each unit bears to the total cost in the entire county. The costs for transportation and health shall be provided by the State. Raises substitute teachers' pay to a minimum of \$5 per day. Authorizes State Board of Education to make changes in provisions for dis-**



bursment of school funds as necessary to carry out the provisions of the Act and to transfer funds from one purpose to another so long as the total expended for each purpose, including federal aid, is not less than the amounts authorized. Contains severability clause. Effective date, July 1, 1949.) To Appropriations.

HB560 — Introduced by Bunn and others—"To amend certain sections of the School Machinery Act and to repeal all laws and parts of laws in conflict therewith." (Identical with SB199.) To Education.

SB203 — Introduced by Ward and others—"To settle a long-standing debt owed by the State to the counties of the State by appropriating funds to aid in the construction and repair of school plant facilities." (Appropriates \$50,000,000 to "School Plant Construction, Improvement and Repair Fund" to be made up from following sources in following order except as appears in item (5), below: (1) All money in Literary Fund on July 1, 1949; (2) All General Fund surplus on July 1, 1949, which, when added to item (1), does not exceed \$50 million; (3) Issuance of State bonds presently permitted without a vote of the people in an amount equal to the difference between the sum of items (1), (2), and (5), if used, and \$50 million; (4) Issuance of State bonds if approved by a majority of the voters in an amount equal to the difference between the sum of items (1), (2), (3), and (5), if used, and \$50 million; (5) In lieu of items (3) and (4), authorizes Governor, by and with the consent of the Council of State, to apply to the \$50 million appropriation an amount not to exceed \$30 million from any General Fund revenues heretofore appropriated but not spent, and which have not been placed in a sinking fund by July 1, 1949. This does not authorize going into appropriations of the 1949 General Assembly for salaries and general expenses, but does authorize going into permanent improvement appropriations. If the sum of items (1), (2), and (5) fail to total \$50 million, then items (3) and (4) may be used. Necessary procedures for implementing items (3) and (4) are included; the election necessary under item (4) would be called by Governor in 1949. From the \$50 million appropriated, \$500,000 is allocated to each county for the construction, improvement, and repair of school plant facilities under supervision of the State Board of Education. Funds which the State Board's survey shows not needed in any county are to revert to General Fund. Effective date July 1, 1949.) To Education.

SR204 — (Joint Resolution) Introduced by Pittman and others—"Giving legislative approval to a certain compact entered into by the State of North Carolina and other southern states by and through their respective Governors on February 8, 1948, as amended, relative to the development and maintenance of regional educational services

in schools in the southern states in the professional, technological, scientific, literary and other fields, so as to provide greater educational advantages and facilities for the citizens in the several states who reside in such region; to declare that the State of North Carolina is a part of the State compact, as amended, and that the agreements, covenants and obligations therein are binding upon said State." (Citing the fact that the states of Ga., Fla., Md., La., Ala., Miss., Tenn., Ark., Va., N. C., S. C., Tex., Okla., and W. Va. through their Governors entered into a compact on Feb. 8, 1948 relative to the development of regional schools in the southern states, gives the approval of the General Assembly to the compact and declares that N. C. is a party thereto. Compact provides that the states which are parties form a district which shall, for purposes of the compact, constitute an area for regional education. Provides for a Board of Control to consist of the Governor of each state, ex officio, and three additional citizens of each state appointed by the Governor, at least one from the education field, to serve for four year terms, the terms of the original members to be staggered. The Board shall have power to establish by-laws consistent with the compact and to elect as chairman a person not a member of the Board residing in one of the signatory states. The Board shall submit plans and recommendations on the subject of regional schools for appropriate legislative action by the states; hold title to such properties and facilities used in regional education; enter into agreements with any of the states and educational institutions for the providing of services and facilities for the graduate, professional, and technical education of the citizens of the region. Any two states may enter into supplemental agreements concerning operation of educational institutions for citizens of an area consisting of a portion of the region if such agreements are approved by the Board. The regional schools are to be financed by legislative appropriations of the several states, the contribution of each state to be in the proportion that its population bears to the total population of the region. Compact shall take effect 60 days after approved by at least six states within 18 months of the date of the compact except that if a constitutional amendment is required in any state, such state shall have seven years to approve the compact. Compact continues for an unlimited period of time; it may be terminated by unanimous action of the states; and any state may withdraw two years after notification of such action by the State Legislature. Any state withdrawing forfeits any claim to property held by the Board. If any state defaults on any obligation assumed under the compact it shall be suspended and unless reinstated in one year, a vote of three fourths of the members of the Board shall terminate the compact with respect to such defaulting state.) To Education.

HB597 — (Joint Resolution) Introduced by Pritchett and others—"Giving legislative approval to a certain compact entered into by the State of North Carolina and other southern states by and through their respective governors on February 8, 1948, as amended, relative to the development and maintenance of regional educational services in schools in the southern states in the professional, technological, scientific, literary and other fields, so as to provide greater educational advantages and facilities for the citizens in the several states who reside in such region; to declare that the State of North Carolina is a part of the State compact, as amended, and that the agreements, covenants and obligations therein are binding upon said State." (Identical with SB204.) To Higher Education.

SB211—Introduced by Pittman and others—"To create the North Carolina Communication Study Commission." (Sets up named commission to function for four years and to consist of the Governor, Superintendent of Public Instruction, and Director of Department of Conservation and Development, *ex officio*, plus seven members to be appointed by the Governor, three of whom are to "understand the entire educational program of the State," two from the field of radio and two from business. Terms are to commence July 1, 1949 and end June 30, 1953. Commission is charged with "surveying, studying and appraising" the uses, potentialities, and development of radio, motion picture, photographic and other communication facilities in relation to their educational advantages for all the people of the State. To this end it is empowered to accept grants and gifts of money, act with existing agencies for the ends desired, and employ, with the Governor's approval, an executive director. The Governor is required to name a Communication Advisory Committee of 30 to serve for two years from July 1, 1949, and their successors for two years from July 1, 1959. Chairman of Advisory Committee is to be named by Governor from its membership. "The Committee's function is purely advisory to both the Commission and the Governor. Appropriates \$12,500 for each year of next biennium from General Fund for this Commission's work. Contains severability clause.) To Education.

HB610—Introduced by Edwards of Greene—"To create the North Carolina Communication Study Commission." (Identical with SB211.) To Education.

HB627 — Introduced by Bunn and others—"To authorize the issuance of fifty million dollars of bonds of the State to provide for grants in aid to counties for school buildings, subject to a vote of the people of the State." (Authorizes issuance and sale of \$50,000,000 of "State of North Carolina School Building Bonds of 1949," free of local and State taxation, to finance a \$50,000,000 appropriation to the State Board of Education to be used for the exclusive purpose of making grants in



aid to counties for construction of public school buildings, on terms to be hereafter provided by the General Assembly. Issuance and sale of the bonds, and the appropriation, are to be subject to the approval of the qualified voters of the State in an election to be held on call of the Governor prior to July 1, 1949. Bonds are to be 20-year serial bonds bearing interest at rate not exceeding four per cent, payable semi-annually. Governor and Council of State are authorized to determine manner of issuance and sale and rate of interest, and the State Treasurer is authorized to issue notes in anticipation of bond proceeds. State is to reimburse counties for cost of the election. To Education.

SB219—Introduced by Webb, Pittman and Allsbrook—"To provide for the supervision and promotion of music in the public schools of North Carolina and in the communities in which they are located through establishment in the Department of Public Instruction of a position of supervisor of music education and to provide support for such a position by the appropriation of seventy five hundred dollars per annum." (As title indicates effective July 1, 1949.) To Education.

HB658—Introduced by Fountain and Burn—"To amend G. S. 115-31.2 by adding provisions relating to the creation and enlargement of school districts or city administrative units embracing contiguous portions of two or more counties." (Amends G. S. 115-31.2 to provide that the power of the State Board of Education to divide the State into a convenient number of school districts shall include the power to form a school district from contiguous parts of two or more counties, the term "school district" to include city administrative units. Ratifies all cases where State School Commission or State Board of Education has heretofore created such a district, as well as all enlargements of school districts pursuant to G. S. 115-361.) To Education.

SB255—Introduced by Warlick—"To amend Chapter 116 of the General Statutes of North Carolina, relating to educational advantages for children of World War veterans." (Adds section extending tuition, room rent and board benefits at State educational institutions to any child whose father was a resident of North Carolina at time he entered U. S. armed forces, and was, prior to death or at time benefits are sought, suffering from 100 per cent disability and drawing compensation for that disability whether service connected or not. Only limitation is that not more than ten children of these veterans may take advantage of these benefits in any one year.) To Education.

HB698—Introduced by Gantt—"To amend certain sections of Chapter 135 of the General Statutes of North Carolina, the same being the Teachers' and State Employees' Retirement Act." (Amends G. S. 135-3 (5) to provide that teachers or State employees electing membership after prior refusal shall

receive prior service credit if they elected to become a member prior to July 1, 1946. Amends G. S. 135-4 (1) to allow teachers or State employees who were employed as such at any time during the five years immediately preceding establishment of the system to claim prior service credit if they became members of the system prior to July 1, 1946 instead of in the first year of operation of the system. Adds a new provision to G. S. 135-5 to allow former members whose membership ceased prior to July 1, 1949, but who became members again before July 1, 1951, to become entitled to service credits they held on ceasing membership by depositing in a single payment the amount they previously withdrew. Such redeposits shall, however, count only as contributions made after July 1, 1947. Adds further provisions to G. S. 135-5 to allow any person aged 55 to retire on application to the board of trustees, and on retirement such person shall receive an allowance consisting of (1) an annuity which is the actuarial equivalent of his accumulated contributions at the time of retirement and (2) a pension which is the actuarial equivalent at time of retirement of any pension that would have been allowable on service retirement at the age of 60, under G. S. 135-5 (2) (b & c), computed on the basis of his contributions and credits prior to his special service retirement. Amends G. S. 135-4 (6) to allow teachers and State employees who entered armed forces after February 17, 1941, and who returned to State service prior to July 1, 1950, to be entitled to full credit for prior service and to receive credit for the period of service in the armed forces after date of establishment of the system. Provides that employer to whom such employee returned shall make contributions for such employee as he would have paid for him during the period of military service. Such contributions shall be credited for retirement purposes but are not subject to reimbursement if employee leaves the system. Provides for reimbursement of payments made by members on account of service in the armed forces under G. S. 135-8 (1), (e). Amends G. S. 135-6 (6) to allow legal representatives of a member who dies to be reimbursed the amount of his accumulated contributions at the time of his death. Adds G. S. 135-17 to provide that on death of a member or beneficiary without designation of a person to whom accumulated contributions shall be paid, or in event trustees find the beneficiary is unable to care for his own affairs, any payments due may be paid to the spouse, a child, parent, or any blood relative or any person deemed to have incurred expense for such beneficiary or member, except that claims by duly appointed guardians or other legal representatives shall have precedence. Permits county farm agents to become members of the retirement system to the extent of the part of their compensation derived from a county, subject to the discretion of the county govern-

ing body. Authorizes retirement system trustees to promulgate rules and regulations governing the re-employment of retired teachers and employees, and repeals G. S. 135-15 now dealing with such re-employment.) To Teachers' and Employees' Retirement.

SB270—Introduced by Parker—"To amend G. S. Sections 115-159, 115-191, 115-193, 115-196, 115-198, 115-361 to harmonize said sections with the provisions of the Constitution of North Carolina." (Amends cited sections of the Education Laws of the State to delete the requirement that an affirmative majority of the registered voters is needed to carry the elections mentioned below and to provide that an affirmative majority of the voters voting is sufficient to carry elections in the following cases; levy of special school district taxes, enlargement of school tax district, abolition of special school tax district, enlargement of school tax district inside incorporated town, incorporation of school district created out of parts of two or more counties, and extension of school supplement tax district.) To Judiciary 1.

SB275—Introduced by Allsbrook and others—"To amend SB No. 31, ratified on 7th day of March, 1949, relating to supplemental appropriations for the biennium 1947-49, so as to make the act applicable to teachers and other State employees who had not separated themselves from State service on the 1st day of October, 1948." (Amends cited act to provide that teachers and other State employees who left State employment before Oct. 1, 1948 shall receive no benefits of supplemental appropriation and that those leaving after that date shall receive only that part applicable to time of their actual service. Present act sets date of computation of increases as the critical date.) Passed three readings and sent to House.

HB774—Introduced by Howard and Hardison—"To amend Senate Bill No. 31, ratified on the seventh day of March, 1949, relating to supplemental appropriations for the biennium 1947-49 so as to require the payment of the supplemental salaries provided for in said act on or before the 25th of March, 1949." (As title indicates.) To Appropriations.

SB281—Introduced by Richardson and others—"To provide more complete and adequate insurance for public school buildings and other school property, to provide for State insurance of public school buildings and other school property, authorizing the State Board of Education to put the same in operation and making an appropriation therefor." (Sets up "Public School Insurance Fund," appropriates \$2 million to it from Post War Reserve Fund to provide adequate reserves, establishes necessary machinery in State Board of Education and in other ways generally provides for the State to take over the insurance of school property against fire, lightning, windstorm, hail and ex-

plosion losses. State Board of Education is to fix rates not in excess of those allowed on May 31, 1948 county and city school authorities are required to refrain from getting new commercial insurance after July 1, 1949, and insure with the State. Local tax-levying authorities are required to levy taxes sufficient to pay the State premiums. When the local units have paid in premiums in the amount of \$1 million that amount is to be returned to the General Fund and the same procedure is to be followed when the second million has been paid in. When the fund reaches five per cent of the total insurance in force, and annually thereafter, the State Board of Education is required to decrease the premiums proportionately so that at no time is more being received from premiums than is necessary to maintain the fund at five per cent of the total insurance in force. Appropriates \$50,000 for operating expenses in next biennium, but indicates that thereafter operating expenses are to be charged against premiums.) To Insurance.

HB792—Introduced by Edwards of Greene—"To amend Chapter 115 of the General Statutes as to the Public School Laws." (Amends G. S. 115-302 to require private schools instructing children of compulsory school age to maintain the minimum curriculum standards required of public schools. Amends certain sections specifically, and all other general or local legislation, to provide that elections on school bonds, school taxes, and creation of school taxing districts be carried by a majority of those voting, rather than by a majority of the registered voters. Adds G. S. 115-31.19 to authorize the State Board of Education to provide public school funds for the special education program for handicapped children, under such rules and regulations as the Board may prescribe. Amends G. S. 115-371 to give any public school principal authority to require parents of any child presented for admission for the first time to such school to furnish a copy of the child's birth certificate which the register of deeds of the county where filed is to make available without charge. Amends G. S. 115-368 to provide for cashing of vouchers left uncashed and vouchers for amounts due, not exceeding \$300, on death of teachers and other school employees, and for disposition of proceeds.) To Education.

HB801—Introduced by Allen of Wake and others—"To amend G. S. 115-353 to provide four-year terms of office for county and city superintendents of public instruction." (As title indicates.) To Education.

HB861—Introduced by Worthington—"Relating to transportation of school children from one school district to another." (Makes it unlawful for public school bus drivers to transport pupils from one school district to another without advance approval of the board of education of the county from which transported and except in accordance

with State Board of Education bus schedule.) To Education.

HB888—Introduced by Powell of Rockingham—"To amend Section 115-377 of the General Statutes as the same relates to the loads of school buses transporting school children." (Amends section to place duty of seeing that school buses are not overloaded specifically on school bus monitors, where appointed, and on principals in all other cases; reduces from 25 to 10 the percentage by which a bus may be loaded beyond its rated capacity, and makes a violation by a monitor or principal a misdemeanor.) To Education.

SB33—Introduced by Pittman and others—"To amend certain sections of the School Machinery Act, and to empower the State Board of Education to provide for a minimum program of education for all children of the State." (Authorizes State Board of Education, in its discretion, to pay regular State-allotted teachers in 10 equal monthly installments, and to pay vocational teachers on a monthly basis in conformity with the rules of the program and the Federal government. Authorizes State Board, in its discretion, to allot additional teachers to county and city administrative units to be used as librarians, attendance assistants, special teachers, supervisors of instruction, and for other special instructional services. These additional teachers are to be paid by the State on basis of State salary schedule. In the event that Federal funds are made available in next biennium for any project, State Board is empowered to make transfers between State funds as deemed desirable so long as the amounts that would have been spent for particular projects, had there been no transfer or Federal aid, are not cut below the original amounts allocated. The Board is also authorized to allocate Federal funds received to the counties for plant maintenance and other Federally-allowed purposes, and, with the approval of the director of the Budget, to set up necessary personnel at the State level for the administration of Federal funds. Empowers State Board to provide up to one per cent of instructional service costs to each administrative unit to pay substitute teachers. All these provisions are supplementary to the present School Machinery Act.) To Education.

SB543—Introduced by Pittman—"To amend Chapter 115 of the General Statutes and to clarify the method of handling school funds." (Rewrites G. S. 115-165 to provide (1) that county treasurer is to be treasurer of all county school funds and school district funds of county administrative units, that he is to furnish separate bond for school funds in amount to be fixed by county commissioners; if county uses a bank as treasurer the bank is not required to maintain the kind of bookkeeping system required of treasurers under G. S. 155-7, and instead the county accountant is made responsible for keeping this accounting system under G. S. 153-

115; (2) that trustees of a city administrative unit must appoint a treasurer for school funds of the city unit, the appointee to furnish bond in an amount set by the trustees and to maintain accounts with regard to these funds comparable to those required for county funds; (3) that county board of education for county administrative units and board of trustees for city administrative units must appoint a treasurer for all special school funds for each individual school in their respective units; that in all individual schools a complete record must be kept of all money received and from what source and of all money disbursed and for what purpose; the special fund treasurer so appointed may, however, be the school fund treasurer appointed for all the funds of the unit. Rewrites part of G. S. 115-366 dealing with the bonds to be required of local school officials to require that county and city administrative unit governing bodies must require "all persons authorized to draw or approve school checks or vouchers drawn on school funds, . . . and all persons who as employees . . . are authorized or permitted to receive any school funds from whatever source, and all persons responsible for or authorized to handle school property" to be bonded in amounts to be set by the unit's board or trustees; cost of bonds is to be paid from general operating budget of the unit. Inserts new subsection in G. S. 115-368 to provide that governing body of each administrative unit must designate the bank in which the special funds of each school in its unit are to be deposited, that such funds are to be paid out only on checks signed by the school principal and the fund's treasurer, provided that this is not required for schools handling less than \$300 if in the board's judgment it is not necessary, and provided that this new subsection is not to restrict the drawing powers set up in the remainder of G. S. 115-368. Rewrites G. S. 115-369 dealing with audit of school funds to require that all school funds be audited and reported on each school year as follows: (1) State school funds, by the State Board of Education in co-operation with the State Auditor (2) county and city administrative unit and district funds, by unit's governing body in co-operation with State Board of Education, with requirement that reports be filed with State Board, the Director of Local Government, and the State Superintendent of Public Instruction no later than October 1st; (3) special funds of individual schools, by the governing body of the administrative unit. Effective date July 1, 1949.) To Education.

HB1107—Introduced by Snow and others—"To appoint certain members of the boards of education of the respective counties of North Carolina, fix their terms of office, and limit compensation at State expense." (Names members of county boards of education for two-year terms unless otherwise specified in the bill. Provides that per diem



and mileage of all members up to number five be paid out of State School Fund and for those in excess of five out of County School Fund.) To Education.

HB1191—Introduced by Taylor of Wayne—"To amend Senate Bill No. 31 to clarify the provisions thereof as to local school employees paid in part from State and local funds." (Authorizes use of funds sent by State Board of Education to county and city units pursuant to provisions of S. B. No. 31 to increase pay of school employees paid directly from State funds in whole or in part and of those paid from local funds in whole or in part.) Passes three readings and sent to Senate.

HB1200—Introduced by Edwards of Greene—"To authorize the Governor to appoint a Technical School Commission whose duty it shall be to study the need for and requirements necessary for the establishment of one or more technical schools in North Carolina." (Authorizes Governor to appoint commission of three before June 1, 1949, to study the need of technical education for graduates of the public schools and the requirements for the establishing and operating one or more technical schools. Report must be filed with the Governor not later than October 1, 1950, for transmission to the next General Assembly. Commissioners are to receive \$7 a day plus expenses.) To Education.

## Weaver Announces Summer Programs In Resource-Use Education

Five Resource-Use Education Workshops and four special courses, seminars or institutes, are scheduled for this summer at eight institutions, it is announced by Dr. Richard Weaver, Program Director for the North Carolina Resource-Use Education Commission.

The resource workshops will give teachers and administrators the opportunity to work with consultants on special problems of health, community development, recreation, home management, forestry, soil conservation, agriculture, wildlife, and industrial development. Field trips, audio-visual materials, and individual projects will be emphasized and techniques developed for adopting the resource information to the school curriculum, particularly in the areas of science, social studies and elementary education.

Four workshops are planned for six weeks and one for two weeks at the following colleges: Appalachian State Teachers College: June 9-July 16; Director, John H. Workman; Catawba College: June 20-July 1; Director, Elizabeth Black; East Carolina Teachers College: July 18-August 26; Staff, Leo W. Jenkins, Harold C. Jones and J. B. Cummings; Elizabeth City State Teachers College: June 6-July 13; Director, H. D. Cooper; and North Carolina College-Shaw University-St. Augustine's

## Health Education Workshop Will Be Conducted

A health education workshop for about sixty participants will be conducted at the University, Chapel Hill, from June 9 to July 19, it is announced by Charles E. Spencer, director.

The workshop is sponsored by the School of Education of the University and the School-Health Co-ordinating Service, a joint division of the State Department of Public Instruction and the State Board of Health. Mr. Spencer is Co-director with Dr. C. P. Stevick of the School-Health Co-ordinating Service.

Teachers, principals, supervisors, superintendents, visiting teachers, health departments and college personnel and others are eligible to participate in this workshop, Mr. Spencer states. Application blank should be secured from Mr. Spencer.

State Superintendent of Public Instruction Clyde A. Erwin has endorsed the workshop. In a letter to county and city superintendents, he said, "I hope that you will make special efforts to secure some of your best leaders, teachers or principals, to attend the

workshop this year. . . . We are contemplating a greatly expanded program of health and physical education in the public schools next year. . . . In my opinion one of the best times to give some training to these local people will be in the Health Education Workshop."

Work planned for the workshop will include lectures, discussions, committee work, problem solving, group action, demonstrations, field trips, film reviews, etc. A regular trained staff of health specialists and health educators will lead the various activities, whereas outstanding visiting consultants and lecturers will be heard.

## Units Elect Superintendents

County and city superintendents were elected for two-year terms last month. Most of the 171 superintendents now needed were simply reelected. However, as is always the case, because of resignations, retirements and for other reasons, there are 15 or 20 new faces among this group of North Carolina administrators. At the time this publication went to press the following new superintendents had been chosen:

Granville—D. N. Hix to succeed B. D. Dunn who resigned to become president of Chowan College, Murfreesboro.

Lee—J. J. Lentz, succeeding G. R. Wheeler, who is retiring.

Lenoir—H. H. Bullock, to replace E. E. Sams, who retires as of July 1. Charlotte—Elmer H. Garinger who succeeds H. P. Harding, who retires July 1.

Rocky Mount—D. S. Johnson to succeed the late R. M. Wilson.

Polk—James W. Gantt to replace N. A. Melton who retires July 1.

Union—Dan S. Davis to succeed O. M. Staton.

## Department Will Distribute Education Commission Report

Undistributed copies of the Report of the State Education Commission Report, "Education in North Carolina—Today and Tomorrow" (brief edition) have been deposited with the State Department of Public Instruction and will be distributed on request by the Division of Publications of that office. The State Office of the Commission was discontinued on April 1, 1949.

Copies of the complete report may be secured from the North Carolina Education Association, Raleigh, at \$1.50 per copy. This report was printed privately by the United Forces for Education.



# THE ATTORNEY GENERAL RULES

## Repairs to Buildings; Bond Issues; Vote Required, etc.

*In reply to inquiry:* I received your letter of February 16, written as Attorney for the.....School Board.

You state that there are two school buildings within the city administrative unit which are so obsolete and in such a state of disrepair that it seems imperative to erect in place thereof new buildings, or as a substitute therefor make extensive structural and other repairs thereto, the cost of which it seems would have to be provided by the proceeds of a bond issue, in connection with which you ask several questions which I will try to answer in the order submitted.

"1. Without a special act of the Legislature, will a tax levy to provide funds to pay bonds, the proceeds of which are to be used on school buildings within the city administrative unit be a county-wide levy?"

Unless you proceed under Chapter 279 of the Public-Local Laws of 1937, which was sustained in the case of *FLETCHER v. COMMISSIONERS*, 218 N. C. 1, the bond issue would have to be authorized by a county-wide vote and a county-wide levy would have to be made for the taxes to pay interest and retire the bonds.

"2. If the two school buildings are condemned as unsafe, and there is no other place for the children to attend school, and these schools are necessary to provide the children concerned with a Constitutional school term, is it necessary to have a vote of the people to approve a bond issue?"

The approval of the voters of the county would not be necessary if an election was held under the County Finance Act and the bonds issued thereunder, unless the amount of the bonds issued will exceed two-thirds of the debts retired by the county in the preceding fiscal year—Article V, Section 4, of the Constitution. If the bonds exceed that amount, it would require a county-wide vote to authorize the issuance of these bonds. See, *HALLYBURTON v. BOARD OF EDUCATION*, 213 N. C. 9.

"3. If not, are the county commissioners authorized to issue bonds, without a vote of the people, in order to maintain the schools for the term provided by the Constitution? Would this be contrary to Article VII Section 7 of the Constitution?"

The *HALLYBURTON* case answers the foregoing question, if the amount of the bonds exceeds two-thirds of the

debt retirements of the preceding fiscal year.

"4. Is a request by a city administrative unit for funds for the extensive repair of school buildings or for the erection of new buildings directed to the County Board of Education or to the Board of County Commissioners?"

The budget request of the city administrative unit for the capital outlay involved in the repair or construction of new buildings would be addressed to the Board of County Commissioners, as provided in G. S. 115-363, and approval of the State Board of Education is required thereto.

"5. If it is necessary to extensively repair old school buildings or erect new ones in a city administrative unit in order to provide for a Constitutional term for the children involved, and the contemplated bond issue would be larger than two-thirds of the amount of bonds retired the previous year on school indebtedness in the city administrative unit, would the Board of County Commissioners have authority, without a vote of the people, to issue bonds for said purpose? Does Article V Section 4 of the Constitution prevent such a bond issue?"

The answer to this question is provided by the *HALLYBURTON* case, above cited and referred to.

"6. If bonds to provide funds for the extensive repairs or erection of new school buildings within a city administrative unit can be issued by the Board of County Commissioners, without a vote of the people, to provide a constitutional term of school for the children involved, does the limitation set out in Article V Section 4 of the Constitution apply to the reduction of indebtedness of the county as a whole, or to the reduction of indebtedness of only the city administrative school unit?"

If a county-wide bond is employed, the debt retirements of the county as a whole would be the controlling factor.

"7. If to maintain a Constitutional term of school for the children involved, extensive structural repairs or new school buildings are necessary, and a vote of the people is necessary for the issuance of bonds to provide funds to repair or erect new school buildings in a city administrative unit, would the vote be county-wide, if the levy of taxes is county-wide, or would the vote be only by the people within the city administrative unit?"

The vote would be county-wide, unless you proceed under Chapter 279 of the Public-Local Laws of 1937.

"8. Does Chapter 279 of the Public-Local Laws of 1937, which was sustained by the Supreme Court in *Fletcher v. Commissioners*, in 218

## Use of School Grounds for Other Than School Purposes

*In reply to inquiry:* I acknowledge receipt of your letter enclosing a copy of a letter from Superintendent..... of.....County schools inquiring as to whether or not the County Board of Education may authorize the Woman's Club to construct a clubhouse on school property.

I do not know of any statute which would authorize the construction of a woman's club on school property. Of course if the building is to be constructed on the property and placed under the supervision and control of the school authorities to be used for school purposes, and only incidentally used by the women of the community as a clubhouse, I think the school authorities would have authority to authorize the construction of such building.

Since the Legislature is in session, it might be well to consider the advisability of obtaining legislative authority if a club building is to be constructed, even though it may be used in part for school purposes. — Attorney General, March 14, 1949.

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N. C. 1, authorize the issuance of bonds by the Board of County Commissioners of .....County for the extensive repair or erection of new school buildings within the.....Administrative school unit, by a vote of the people within said unit, the levy to be made only on the property within said administrative unit?"

Chapter 279 of the Public-Local Laws of 1937 provides in Section 3 for the calling of an election on the question of the issuance of bonds "for the purpose of acquiring, erecting, enlarging, altering and equipping of school buildings and purchasing sites in such district or unit." This language is sufficiently broad to cover the extensive repair or erection of new school buildings. As you will observe from this Act, the question is submitted to the voters of the district alone and not to the county as a whole.

In the event it is practical to secure the funds but without a vote of the people, the county could provide the money by bonds issued under the County Finance Act. If the amount is greater than the debt retirements will accommodate, it would be necessary to have a county-wide vote unless you proceed under the local Act upheld in the *FLETCHER* case.—Attorney General, February 21, 1949.

## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, May 1944)

"Health Is Basic to Learning" is the title of a three-page illustrated article by Superintendent B. L. Smith of the Greensboro city unit which appeared in the March number of *The Nation's Schools*.

The North Carolina Congress of Parents and Teachers presented State Superintendent Clyde A. Erwin with a Life Membership at its annual meeting which was held in Durham in April.

A new bulletin, Publication No. 247, Compulsory School Attendance, was mailed last month to all county and city superintendents for distribution to the public schools of the State.

Reports from 1,389 school systems, as of October 1, 1943, show that more than half of these systems had increased teachers' salaries, locally, and reinstated married teachers as the two most important methods of meeting the teacher shortage problem this fall.

### 10 Years Ago

(N. C. Public School Bulletin, May 1939)

In the following units changes have been made in the office of superintendent:

Morganton—William S. Hamilton replaces W. F. Starnes

Cararrus — C. A. Furr replaces S. G. Hawfield

Cherokee—Lloyd Hendrix replaces A. L. Martin

Jackson — A. C. Moses replaces M. B. Madison

Macon—Curtis Price replaces M. D. Billings

Madison—G. B. Rhodes replaces D. M. Robinson

Mitchell — Jason B. Deyton replaces R. B. Phillips

Northhampton—N. L. Turner replaces P. J. Long

Pamlico—Dallas Mallison replaces T. G. Leary

Polk—W. E. Sawyer replaces P. S. White

Tyrrell—W. T. Crutchfield replaces R. H. Bachman

Union — E. H. Broome replaces E. D. Johnson

Wilson (City)—S. G. Chappell replaces K. R. Curtis

Yadkin — Fred Hobson replaces J. T. Reece

## FIVE POLIO PRECAUTIONS

### ARE LISTED FOR PARENTS

Warning that the 1949 polio season is "just around the corner," the National Foundation for Infantile Paralysis recently issued a list of precautionary measures to be observed by those in charge of children during the epidemic danger period which usually runs from May through October. The five easy-to-follow health rules for children are:

1. Avoid crowds and places where close contact with other persons is likely.
2. Avoid over-fatigue caused by too active play or exercise, or irregular hours.
3. Avoid swimming in polluted water. Use only beaches or public pools declared safe by local health authorities.
4. Avoid sudden chilling. Remove wet shoes and clothing at once and keep extra blankets and heavier clothing handy for sudden weather changes.
5. Observe the golden rule of personal cleanliness. Keep food tightly covered and safe from flies or other insects.

## Supt. Erwin Attends Meeting of National Committee on School Savings

April was a busy out-of-state travel month for State Superintendent Clyde A. Erwin.

On April 19 he attended a meeting in Washington of the National Advisory Committee on School Savings to which he was recently appointed by Secretary of the Treasury John W. Snyder. This committee is composed of about 25 educators from the entire nation. At this meeting plans were made for the "Opportunity Drive," May 15-June 30, which is being conducted by the Savings Bond Division of the U. S. Treasury Department, and the teaching of thrift in the schools of the nation.

Dr. Erwin was the dinner guest of Secretary Snyder at the Hotel Statler, at which were present President and Mrs. Truman. The President delivered an address at this meeting. This dinner was given in honor of the volunteers of the U. S. Savings Bond Division.

On April 23 Dr. Erwin attended a meeting of the Executive Committee of which he is chairman of the Southern Regional Council for Education in Atlanta. And on April 25 and 26 he was the guest of the Kellogg Foundation in New York at a Conference on Rural Education.

On May 24 of this month Dr. Erwin will deliver the commencement address at the Florence State Teachers College, Florence, Alabama.

## MAKING TODAY'S NEWS

Cabarrus. The Cabarrus County school teachers will receive their adjustable salary increase as provided by the General Assembly for 1948-49 with their vouchers on April 6. *Concord Tribune*, March 23, 1949.

Hickory. Addressing what he termed "a part of the most potent organization in the State," Dr. Clyde A. Erwin, Superintendent of Public Instruction for North Carolina, told more than 200 members and guests of the Parent Teachers Association at the Lenoir Rhyne dining hall Friday night that "a first rate State can't be built with a second rate school system." *Hickory Record*, March 26, 1949.

Raleigh. The North Carolina State Branch of the International Association for Childhood Education will hold an all-day convention at the Woman's Club here on Saturday. *Raleigh News and Observer*, March 27, 1949.

Wake. A survey of the Wake County school system—to serve as a guide for the future development of the county schools — was started yesterday by Professor Guy B. Phillips of North Carolina's Education Department. *Raleigh News and Observer*, April 2, 1949.

Raleigh. The House decided yesterday not to use the State's \$30,000,000 Postwar Reserve Fund as aid to Tar Heel counties for building public schools. Instead it voted for a \$50,000,000 bond issue for that purpose. *Raleigh News and Observer*, April 1, 1949.

Asheville. More than 3,000 teachers, school officials and administrators will arrive in Asheville Wednesday and Thursday to attend the convention of the North Carolina Education Association, scheduled for Thursday through Saturday.

## Plans Completed for Giving School Food Service Courses

Plans have been completed for summer training courses for school lunch supervisors and managers, it is announced by Mrs. Anne W. Maley, State Supervisor School Lunch Program, State Department of Public Instruction.

These courses are to be given by Woman's College, Greensboro, and North Carolina College, Durham. For dates and a list of the courses offered at these institutions write Mrs. Maley.

## BULLETIN

Published Monthly by the State Department of Public Instruction

SEPTEMBER, 1949

RALEIGH, NORTH CAROLINA

VOL. XIV, No. 1

## Board Adopts \$82 Million Budget

A budget calling for an expenditure of approximately \$82 million dollars for the State nine months school term was adopted by the State Board of Education at its July 14 meeting.

This budget, all State funds, is around \$13,000,000 more than was expended from this source in 1948-49. It contemplates an increase of more than 28 per cent in salaries of teachers and approximately 23 per cent in salaries of principals. As a result of these increases, teachers will receive an average annual salary of \$2,494.08 and principals \$4,021.70 from State funds.

In addition to the increases amounting to approximately \$11 million for instructional service, \$2 million was distributed among other school services. A new allotment of \$550,000 was included for a child health program and around \$130,000 added for school libraries.

There was included also in the instructional service budget funds for the employment of 325 special teachers, 25 of these to be teachers of special or handicapped children and 300 to be employed as helping teachers or supervisors.

## Resource-Use Educators Hold Annual Conference

The second annual conference on resource-use education was held at the University of North Carolina, Chapel Hill, August 25-27.

The conference was attended by school people and representatives of resource agencies. Problems of resource management and education methods dealing with these problems were discussed.

Discussions were also carried on concerning the development of rural, urban and social service resources. Special panels described what some of the schools are doing about resource-use education. These were followed by clinics with discussions on how resource-use education can be increased.

### PAY SCHEDULE

	1948-49	1949-50
A0	\$180	\$229
A1	184	234
A2	188	239
A3	193	245
A4	198	251
A5	203	258
A6	209	265
A7	215	273
A8	221	281
A9	227	289
A10	234	297
A11	241	306

## Boards Elect 14 New Superintendents

Fourteen new county and city superintendents have been elected for two year terms beginning with the current school year. They are as follows:

Thomas H. Whitley, Morven, replacing Rowe Henry who was elected superintendent of the Fairmont city unit. C. M. Abernethy, Caldwell County, to replace Luther B. Robinson, resigned. D. N. Hix, Granville County, to succeed B. D. Bunn who became president of Chowan College.

J. J. Lentz, Lee County, replacing G. R. Wheeler who has retired. H. H. Bullock, Lenoir County, replacing E. E. Sams, retired. Elmer H. Garringer, Charlotte, succeeding H. P. Harding, retired. D. S. Johnson, Rocky Mount, to succeed R. M. Wilson who died.

Earl Funderbuck, Elizabeth City, to succeed J. G. McCracken, who resigned to head the new Insurance Division of the State Board of Education. James W. Gantt, Polk County, replacing N. A. Meltou. R. C. White, Randolph County, succeeding T. Fletcher Bulla, retired.

B. E. Littlefield, Robeson County, succeeding C. L. Green, who died. Rowe Henry, to succeed B. E. Littlefield at Fairmont. Dan S. Davis to succeed O. M. Staton of Union County, and J. C. Stabler to replace E. M. Rollins as Vance County Superintendent. Mr. Rollins remains as head of the Henderson City unit.

## 11-Year School Systems Pass Out of Existence

Seven states which had all or a part of their public schools under the 11-year system in 1937-38 have already passed, or in process of passing, to the 12-year system, it is learned from the Office of Education.

North Carolina, South Carolina and Texas have already adopted the 12-year system. Beginning this year Louisiana will have all schools under the 12-year plan. Georgia and Maryland, which had 95.0 and 98.6 per cent of their respective enrollments in 12-year systems—1948-49, will no doubt make this 100.0 per cent in 1949-50. Virginia still had 58.6 per cent of its enrollment in 11-year systems in 1948-49, but is expecting to reduce this percentage the current year.

## Yancey Superintendent to Run for Congress

Frank W. Howell, Superintendent of Yancey County public schools, has announced as a candidate for Congress from the 11th North Carolina district.

Rep. A. L. Bulwinkle, who now represents the district, announced recently he would not run again because of ill health.

Howell's announcement said his campaign platform will call for better schools, more and better paid teachers, and better roads for school buses.

The seven counties in the district are Cleveland, Gaston, Madison, McDowell, Polk, Rutherford, and Yancey.

### FEATURES

	Page
Board Adopts \$82 Million Budget	1
Superintendent Erwin Says.....	2
Table Shows Appropriations For Public Schools For Four Years	4
School Building Program Gets Underway.....	8
The Attorney General Rules.....	15



# *Superintendent Erwin Says . . .*

**W**ITHIN the next few weeks a great army of over 32,000,000 school children in America will trek back to school again. This is the largest organized army of people, so far as I can find, ever to move toward a common objective in the history of mankind. These children come from every race and every level, representative of the great complex life of America. From remote places in the great open spaces of our country, from hamlets and villages, from teeming cities and crossroads towns, they will come. From mountain coves, sweeping plains and wave-swept coasts, they will heed the call of the school bell and extend again their cheery greetings to waiting teachers.

In getting to school they will use practically every form of transportation known to man, both the most primitive and the most modern. They will come from every conceivable type of home and will represent all the levels of home conditions known to the American people. Some of them will be new to the schools, moving into a strange new world with eyes gleaming with eagerness and hope or fear and timidity; others will be returning for a last year, wise in the ways of youth, sophisticated, eager to graduate and move on to new fields of endeavor.

The opening of our schools is a dramatic movement in our annual history, overlooked by many because of its regularity of occurrence, but fraught nevertheless with a nation's destiny. This army will move into school buildings of every size and shape, every condition of repair, and every shade of educational opportunity.

The pattern of American educational opportunity is irregular and unequal and all our striving has not yet attained the objective of equality. But before long this great American institution will be under way. Classrooms will resound with the chant of lessons, playgrounds with the unrestrained laughter and chattering of children at play. The characters and minds, the habits and attitudes of America's children will be forming under the impact of our great democratic concept of education for all. Democracy in action will begin its dramatic act again in a million classrooms, and tomorrow in history a new generation will carry the impact of the classroom of today into the activities of a new world, a world shaped by what and how children learn today.

## NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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September, 1949

EDITOR  
L. H. JOBE  
Director, Division of Publications



# *Ye Editor Speaks . . .*

## **Volume XIV**

**T**HIS is Volume XIV of this publication. Because of the pressure of other duties, it is a little late. We hope, however, that there is something of interest and value in it, even tho late.

We are trying to make the BULLETIN as good as possible in every way. We hope you appreciate our efforts; we shall try to make it even better in the forthcoming numbers. If you, the reader, have any "news" or material that might be helpful to others, please send it to "Ye Editor" for possible use in this publication. We wish to thank those who have provided such material for past issues.

### **Thought and Planning**

**T**HERE is a campaign underway in New York State to construct school buildings that are simple and inexpensive in design.

Although we don't believe that one state should follow blindly what is done in another, especially New York where the situation may be altogether different, here is one instance where we are of the opinion that North Carolina might follow with good sense and with profit.

In the planning for new buildings, we should strongly emphasize their functional design and their economy of structure. Architectural beauty of a building is to be desired, it is granted, but it is believed that such beauty may be obtained in simple design and by the elimination of costly "gingerbread ornamentation" and towering Gothic fronts.

There is also much that can be improved about school building interiors. Proper and adequate lighting and ventilation should be provided. The health and safety of the child should be a first consideration throughout the entire structure. Provision should be made for all educational needs including library facilities, lunchrooms, laboratories, and recreation, but care should be exercised in not exceeding the needs of the community which the proposed building is to serve.

In short, much thought and planning by a number of persons should be given to the

## **Misleading News Article**

**S**EVERAL weeks ago an article appeared in several newspapers with reference to an opinion of the Attorney General regarding teacher contracts. This article, which was subsequently corrected, left the impression that a teacher's contract could be terminated at any time for any cause.

The opinion made in this connection is reproduced elsewhere in this publication. As will be noted, it is very clear in its two parts: (1) that a teacher's contract while in force can only be revoked for cause, and (2) that a teacher's contract can be terminated at the end of the contract period (one year) provided proper notice is given prior to the close of the school term. This is based on the law (115-143 and 115-354) as now written.

### **A Little Better**

**T**HE General Assembly of 1949 made it possible for a substantial increase in our salaries. At the same time much more work was assigned to many of us, as pointed out above. The great majority of the school personnel, however, will put in the same number of hours as heretofore. But each of us will be expected to do our job a little bit better. Parents and others will expect "Johnny" to get a little more attention from his teacher, to make a little better progress, and to learn a little more than he did last year. Of course, you say, teachers have been giving all they could when their salaries were lower. And this is perhaps true in most instances. Our point, however, is that now since salaries are better, the eyes of the public will be more critical of the service rendered by all school people. We should be "on our toes", therefore, in the performance of our respective duties to the fullest, to the end that the child opportunities of the State may also be substantially increased by reason of the increase in salaries granted us by the General Assembly of 1949.

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proper arrangement of all new schoolhouses both inside and outside before construction begins.

## Superintendents Meet at Mars Hill

More than 400 superintendents, members of the State Department of Public Instruction and their wives and friends attended the conference of superintendents at Mars Hill, August 17-19.

This conference is sponsored annually by the State Superintendent of Public Instruction, Clyde A. Erwin, who presided over all meetings.

An address by Dr. Ellen Winston, State Commissioner of Public Welfare, featured the first session of the conference. At other sessions there were discussions of current problems in public education by staff members of the Department of Public Instruction and from the Controller's office. Subjects discussed were: the insurance plan, handling school funds, the building program and the instructional and health programs.

At a banquet on Thursday evening, addresses were given by Dr. Andy Holt, Executive Secretary of the Tennessee Education Association, and Dr. Carlyle Campbell, President of Meredith College.

No conference was held last year because of the polio epidemic.

## Task Force Points Out Unbalance in Present Federal Education Efforts

The Federal Government has been promoting specialized programs and ignoring the rounded interests of general education.

This is the conclusion of the task force on education, a subcommittee of the Hoover Commission which recently submitted its report of 100 printed pages.

In 1949, the report points out, the Federal Government appropriated \$28,039,000 for so-called curricular programs. Of this sum \$27,128,000 went for vocational education. As a consequence of the government's interest in specialized training, the Office of Education vocational division is the largest federal unit dealing with schools. This same condition is reflected in the states.

"Such administrative unbalance at both the federal and state level is a matter of concern to those who desire curricular balance in our schools," says the task force. It made clear that it does not oppose vocational education. It merely argues for greater interest in general education on the part of the federal government.

## Federal Government Spends \$2.5 Billion on Education

Federal funds expended for all educational purposes, including the education of veterans are at present at an all time high of over \$2.5 billion.

This is one of the major findings of the Hoover Commission on Education, recently reported to the President.

The major purposes of these expenditures, according to this Commission, are as follows:

1. Federal activities concerning all levels of education—such as education of veterans, institutional on-farm training, vocational and physical rehabilitation, and education in non-military subjects within the military establishments—over \$2 billion.

2. Federal activities clearly related to elementary and secondary education—\$166 million.

3. Federal activities clearly related to higher education—\$237 million.

In addition, the report states, the Federal Government has rendered considerable assistance to education in non-budgetary items, particularly since the recent war. For example, surplus property initially valued at \$646,663,358 was made available to educational institutions from 1946 to 1948.

## TABLE SHOWS APPROPRIATIONS FOR PUBLIC SCHOOLS FOR FOUR YEAR PERIOD

### \$25 Million Annual Increase

The accompanying table shows appropriations by the General Assembly for public elementary and secondary education for four years.

Increase of funds appropriated annually for the ensuing biennium was approximately \$25 million greater than years for the preceding biennium.

#### APPROPRIATIONS FOR PUBLIC SCHOOLS — FOUR YEARS

Fund or Purpose	1947-48	*1948-49	1949-50	1950-51
Nine Months School Fund	\$58,955,724	\$60,412,957	\$ 82,273,494	\$83,520,890
Purchase of School Buses	2,109,500	1,740,000	2,040,000	2,215,000
Purchase of Free Textbooks†	\$20,000	739,348	900,000	900,000
Vocational Education†	1,540,763	1,523,763	2,421,902	2 470,685
Sub-total	\$63,425,987	\$64,416,068	\$ 87,635,396	\$89,106,584
State Board of Education	110,770	109,220	178,725	176,075
Insurance Fund‡			50,000	
Advertising for Teachers			3,000	
	170,780	170,385	260,005	258,505
Department of Public Instruction				
Sub-total	\$ 281,550	\$ 279,605	\$ 491,730	\$ 434,580
Rehabilitation Maintenance	15,000	15,000	20,000	20,000
Redemption of Special Building Bonds		60,355	100,788	243,183
State Aid for School Buildings‡			25,000,000	
Sub-total	\$ 15,000	\$ 81,355	\$ 25,120,788	\$ 263,183
Grand Total	\$63,722,537	\$64,777,028	\$113,247,914	\$89,804,347

\*Does not include \$9,019,001 supplemental appropriation for 20% increase in salaries for ¾ of year made by the 1949 General Assembly.

†Includes State administration.

‡These will extend beyond one year.



## Boards Adopt Joint School Health Program

The State Board of Education and the State Board of Health have recently adopted a joint plan for operation of the State school health program.

This program was made possible by action of the 1949 General Assembly in appropriating \$550,000 to the State Board of Education for health education and the allocation of \$326,211 to county health departments by the State Board of Health for school health purposes.

Responsibility for supervising the program is divided between the two State agencies as follows: (1) The State Board of Health shall have general supervision of the technical qualifications and duties of the professional personnel, such as physicians, nurses, hearing technicians, sanitarians, dentists and laboratory workers. (2) The State Department of Public Instruction shall have general supervision of the educational aspects of all health services to insure that educational possibilities of health services are adequately utilized. (3) The State Department of Public Instruction and the State Board of Health shall be jointly responsible for: (a) The definition of health problems, (b) the work of health educators, (c) the administration of the program, and (d) schedules of service personnel working in schools.

The School-Health Coordinating Service, a joint agency of the two State agencies, will have the responsibility for general supervision and promotion of the program. Charles E. Spencer and Dr. C. P. Stevick are Co-directors of this Service.

## Guidance Officials May Get Handbooks

The new editions of the following guidance Handbooks, which will soon be off the press, will be sent to Guidance Officers and Teachers, upon request to the National Council, 838 Seventeenth Street, N. W., Washington 6, D. C., without cost:

- 1.—Home Study Blue Book and Directory of Private Home Study Schools and Courses, 32 p. and cover.
- 2.—Approved Technical Institutes, 56 p. and cover.
- 3.—Directory of Private Business Schools in the United States, 32 p. and cover.

## 27,614 Teachers and Principals Employed

North Carolina employed a total of 27,614 teachers and principals last year, 1948-49, recent tabulations show.

Of this number the State participated in the salaries of 25,607 from the Nine Months School Fund and 1047 from vocational funds. Local sources supplied funds for the remaining 960.

According to race, there were 20,036 white teachers and principals and 7,578 Negroes. 1,364 of the number were principals, 472 in elementary schools and 892 in high schools.

The following table shows these figures by the several classifications:

INSTRUCTIONAL PERSONNEL 1948-49			
A. State Personnel Employed:			
	White	Colored	Total
1. Teachers—			
a. Elementary	13,484	5,306	19,390
b. High School	3,781	1,072	4,853
Total	17,265	6,378	24,243
2. Principals—			
a. Elementary	374	98	472
b. High School	684	208	892
Total	1,058	306	1,364
3. Total Teachers & Princ.—			
a. Elementary	13,858	6,280	19,862
b. High School	4,465	1,280	5,745
Total	18,323	7,284	25,607
B. Vocational & Local Positions:			
1. Vocational	829	218	1,047
2. Local	884	76	960
Total	1,713	294	2,007
Total Personnel Employed	20,036	7,578	27,614

## Awards Offered for Best Teacher Travel Articles

Teachers, school administrators, and librarians are invited to submit articles based on their travels for the second annual *Scholastic Teacher* Travel Story Awards. Nine award-winning manuscripts will be published in successive issues of *Scholastic Teacher* monthly magazine. Each author will receive \$25.

Manuscripts will be accepted as early as September 1, 1949 but not later than February 1, 1950. Length: 800 to 1,000 words. Photographs, if available, should accompany manuscripts. Judges are the editors of *Scholastic Magazines*.

Send manuscripts to Travel Editor, *Scholastic Teacher Magazine*, 7 East 12th Street, New York 3, N. Y.

## Department Conducts Administrative Conferences

Conferences for elementary and secondary school principals and supervisors of schools for the white race have been conducted by the Division of Instructional Service of the State Department of Public Instruction during August and September. They will be continued through October.

There meetings, according to Dr. J. Henry Highsmith, Director of the Division, are held to promote and stimulate more effective teaching, organization and administration in all our schools.

Discussion at these conferences has been based upon the following topics: (1) The principals' preliminary and annual reports for the session; (2) the work of the "helping teacher" or supervisor; (3) new legislation affecting teachers and the instructional program and (4) the Handbook for Elementary and Secondary Schools.

## Board Commends Dr. Dougherty for 50-Years' Service Record

A resolution commending Dr. B. B. Dougherty, President of Appalachian State Teachers College and member of the State Board of Education, was passed by the Board at its July 14th meeting.

The resolution, which follows, was in tribute to Dr. Dougherty's 50 years record as head of the college which he heads:

"Whereas, Dr. B. B. Dougherty, distinguished member of this Board since its inception in 1927, has given 50 years of service to the Appalachian State Teachers College, of which institution he is its founder and only President:

Be It Resolved, that the State Board of Education most graciously commends Dr. Dougherty for the faithful work which he has rendered both in building and in efficiently operating the great educational institution which he now heads. It is the sense of this Board that the purpose of this institution in training teachers for the public schools of the State has been nobly fulfilled under the outstanding leadership of Dr. Dougherty. We heartily commend him, therefore, for his long and faithful service."

# IPI Will Sponsor 14th Annual Essay Contest

For the 14th consecutive year, International Printing Ink will sponsor the annual I.P.I. Essay Contest in co-operation with the National Graphic Arts Education Association. Additional cash and other prizes have been approved for both national winners and printed essay award winners in the 1949-1950 contest. There is also a brand new feature to the contest this year. A total of \$500.00 in prizes is offered for the best designs for the new Certificate of Honor.

The Annual IPI Essay Contest is strictly an educational activity designed to focus attention on the importance of printing and printing education, particularly in secondary schools. Its aim is to stimulate interest in the graphic arts and in related fields.

For the subject of this year's contest the sponsors have chosen **COLOR PRINTING AS AN ECONOMIC FORCE**.

They may write on any phase of the main topic which interests them. Here are some suggestions:

How Color Printing Helps the Farmer Sell his Products

Color Printing and Home Decorations

The Effect of Color Printing on the Textile Industry

How Color Printing Affects Style Changes

The Power of Color Printing in Merchandising

Color Printing in Mail Order Selling

How Color in Packaging Boost Sales

How Color Printing Helps Develop New Eating Habits

Color Printing and the Demand for Better Homes

Color Printing and the Building of New Health Habits

Color Printing and the Creation of New Industries

Here are the national prizes: 1st prize, \$500.00; 2nd prize, \$250.00; 3rd prize, \$100.00; 4th prize, \$50.00 and 5th prize, \$25.00.

In addition to these national prizes, local awards will be made, as in the past, for best papers submitted at each school. The local awards will be sent out as soon as possible after entries have been received.

Pins for National and Local Winners: To each of the first five national winners, special gold lapel pins will be awarded in addition to the foregoing list of prizes. Other national winners will receive silver lapel pins and all

## Paul Reid Named President Western Carolina Teachers College

Paul A. Reid, Controller for the State Board of Education, was recently named President of Western Carolina Teachers College at Cullowhee by its board of trustees.

Reid resigned from his job with the State Board of Education and has been succeeded by C. D. Douglas, who was promoted by the Board to the Controller's office from the Division of Auditing and Accounting.

Western Carolina had been without a president since the death of Dr. H. T. Hunter approximately two years ago. The office has been filled on an acting basis by Dean W. E. Bird.

A native of Pilot Mountain, Surry County, Reid holds bachelor's and master's degrees from the University of North Carolina. He was an elementary teacher at Pilot Mountain for four years, business manager and assistant superintendent of the Roanoke Rapids schools for six years, principal of the Needham Broughton High School, Raleigh, three years, and superintendent of the Elizabeth City Schools two and a half years before becoming Controller for the State Board of Education on February 1, 1944.

local winners will receive bronze lapel pins.

Who may enter the contest: Entrants must be registered students in the freshman, sophomore, junior or senior class of any accredited high school, trade school or preparatory school. Junior high students in the ninth grade (equivalent to high school freshmen) may enter the contest. Entrants must not be more than 21 years old on January 1st, 1950, and they must also be registered students in their respective schools on that date.

Information concerning this contest will be mailed to each high school.

The local judging should be completed by midnight, January 14, 1950, and the essays of the two local winners should be forwarded by that date to:

Mr. Fred J. Hartman, Educational Director, National Graphic Arts Education Association, 412 National Savings and Trust Building, 719 Fifteenth St., N. W., Washington 5, D. C.

Prizes for local winners will be sent to each school as soon as possible after the essays have been received by Mr. Hartman.

## Future Homemakers Issue Handbook

A State Handbook has been issued by the North Carolina Association of Future Homemakers of America.

This 25-page mimeographed booklet contains the Future Homemakers' creed, emblem, flower, colors, degrees of achievement, constitution and by-laws, and suggestions to chapters for a program of work, publications and ceremonies.

## Making Democracy Work is American Education Week Theme

The theme for the 29th observance of American Education Week, November 6-12, is *Making Democracy Work*. Top billing will be given to schools and colleges and their vital role in building our American way of life.

American Education Week is a time to review the history, purposes, and achievements of the schools; canvass their needs and problems; sharpen citizen interest in securing necessary improvements; and strengthen home and school relationships. In a world beset with the problems of building a lasting peace, our schools and colleges face gigantic tasks in helping to prepare today's children for missions of their day.

The daily topics point up the worth of the individual, educational opportunity, responsible citizenship, health and safety, home and community obligations, our freedom and security, and the next decade in education. They lend themselves to Sunday programs at the churches, classroom demonstrations, radio broadcasts, newspaper features, public meetings, and other school and community events. Developments in teacher recruitment, program enrichment, audio-visual instruction, and in teaching human relations and civic education may well be reported. Discussion of the effects of swelling enrollments upon the curriculum, buildings, equipment, teacher load, and finances would be most appropriate.

Fullblown programs of action cannot be developed in one short week, but the groundwork for future developments can be laid in the form of clear understandings of pressing needs and greater concern for meeting them promptly and fully.

For a list of the special helps which have been made available at nominal cost to help planning committees develop their programs and enliven their projects, write direct to the National Education Association.

## Department to Print Bulletin on Life Adjustment Education

A bulletin on Life Adjustment Education is to be printed by the Department of Public Instruction, it was recently announced by the State Superintendent Clyde A. Erwin.

First steps in the preparation of the bulletin were taken several weeks ago by the State Steering Committee appointed by Superintendent Erwin to collect suitable material.

The bulletin, according to J. Warren Smith, Chairman of the Committee, is to be used in the promotion of Life Adjustment Education in the public schools. Life Adjustment Education, as defined by the National Commission, is that education "which better equips all American youth to live democratically, with satisfaction to themselves and profit to society as home members, workers, and citizens."

The State Steering Committee is of the opinion that there are many excellent examples of Life Adjustment Education being practiced in the schools of North Carolina. It has therefore requested such schools to send in pictures and a brief written description of their programs. Examples may be taken from any school activity: science, health, boy-girl relationships, music, language, work experience, vocational training, family life relationships, physical education, history, guidance, or industrial arts.

## Dentists Inspect Mouths of 5,924 Pupils in June

Dentists of the Oral Hygiene Division of the State Board of Health visited thirty-one North Carolina schools in June and inspected the mouths of 5,924 pupils. Of this number, 3,015 whose parents were not in a position to pay, received dental corrections, according to a report filed with the State Health Officer by the Director of the Division.

Of the total number of children treated, it was necessary for 285 to make more than one visit to the school dentist. During the month, the total number of dental operations, including teeth filling, cleaning and extracting, was 14,254. School dentists referred 2,004 children whose parents were unable to pay to private practitioners. Lecturers given by school dentists were attended by 4,621 pupils.

## Radio Scripts Explore the Prevention of War

*Are we repeating the mistakes of World War I? How can we prevent a third world war? These challenging questions are answered in a new series of radio scripts released by the Society for the Prevention of World War III, a non-profit, educational organization.*

*Each script is a complete 15-minute dramatization, highlighting current developments in world affairs with special emphasis on the problem of Germany. Dialogue is simply written for four or five characters.*

*The scripts can be used on or off the air. They are especially effective as program material for club meetings, school assemblies, radio workshops, little theatres, and community centers. Teachers of history, current events, English speech, and dramatics will find the series helpful in classroom work.*

*For free copies, write the Radio Department, Society for the Prevention of World War III, 515 Madison Avenue, New York 22, N. Y.*

## Bulletin Shows Foreign News of Education

News of the educational situation or happenings in the field of education are presented in the *Bulletin* of the International Bureau of Education, Geneva. Some recent news items are the following:

**Ecuador.** The fundamental campaign has already yielded excellent results. During 1947 the number of illiterates who learned to read and to write amounted to 37,200.

**France.** The continued increase in the birth rate is causing serious difficulties in connection with primary schools.

**Greenland.** Education is compulsory for all children between the ages of seven and 14 years.

**Guatemala.** The ministry of National Education has opened a certain number of holiday camps in various parts of the country.

**Japan.** Up to 15th April, about two weeks after the opening of the new school year, approximately 65,491,634 copies of textbooks had been distributed to pupils in primary and secondary schools.

**Portugal.** The Portuguese school authorities are now intensifying their campaign to provide more school canteens. These canteens do not only provide meals for the school children, but they also deal out clothes.

**Sweden.** Physical education or—as the Swedes prefer to call it—gymnastics with games and sports, is a compulsory subject during the whole school life in all schools under the control of the Board of Education and the Supervisory Board of Trade Schools.

**Switzerland.** Judging from the results of the various conferences of secondary school teachers held at the beginning of the year, a general tendency "to humanize" secondary education in Switzerland is now becoming more noticeable.

## Health Board Adopts Plan for Health Work

The State Board of Health has adopted a plan for the allocation of the \$800,000 in new money provided by the Legislature, each year of the coming biennium, for the improvement of local health work in the State.

Broadly speaking, the plan adopted provides for \$3,000 a year to each of the 100 counties of the State; \$500 a year for each county conducting a twenty-week's oral hygiene program; \$250 a year for each county conducting a ten-week's oral hygiene program, 40c for each school child, based on average daily membership, in each health jurisdiction.

The venereal disease fund of \$175,000 a year and federal funds will be allocated as in the past. There will be an additional fund which will be allocated on the basis of population and it is expected that this will amount to 5c to 8c per capita.

## Douglas Becomes Controller

C. D. Douglas, Director of the Division of Auditing and Accounting, was named Controller by the State Board of Education at a called meeting on August 16.

Douglas succeeds Paul A. Reid who recently resigned to accept the presidency of Western Carolina Teachers College, Cullowhee. He took over the new job on September 1.

A native of Surry County, Douglas came to the Department of Public Instruction in 1920, following his graduation from Trinity College. In 1923, he succeeded A. S. Brower as Director of the Division of Finance, which post he held until 1939, when he went with the State School Commission as its chief auditor.



# School Building Program Gets Under Way

The school building program authorized by the General Assembly of 1949 by an appropriation of \$25,000,000 and by a bond issue of another \$25,000,000 is rapidly getting under way.

The State Board of Education recently approved State administrative agencies to make surveys and approve building plans. A Division of Surveys as a part of the Department of Public Instruction under the direction of John L. Cameron, from the staff of Instructional Service, will have charge of making studies and

surveys of the various units to determine the location of new buildings.

The Division of Schoolhouse Planning, headed by W. F. Credle, will approve all building plans.

Blanks have been printed for the use of both of these divisions.

Allocation of funds to the several units is specified by law, \$250,000 to each county from the \$25,000,000 appropriation and slightly more than \$30 per pupil on a per capita average daily membership basis.

The following table shows this allocation:

ALLOCATION OF SCHOOL BUILDING FUNDS

Counties Including Cities	A.D.M. 1947-48	Per Pupil Basis	Per County Basis	Total
Albany	13,183	\$404,432	\$250,000	\$654,432
Alexander	1,000	100,000	250,000	350,000
Anderson	3,358	1,000,000	250,000	1,250,000
Ashe	7,048	216,056	250,000	466,056
Asheboro	5,201	159,437	250,000	409,437
Beaufort	8,712	248,753	250,000	498,753
Bertie	6,586	201,894	250,000	451,894
Bladen	7,569	231,752	250,000	481,752
Bolton	1,560	156,000	250,000	406,000
Buncombe	21,155	645,733	250,000	895,733
Burke	8,832	270,743	250,000	520,743
Cabarrus	14,087	431,837	250,000	681,837
Caldwell	10,706	321,176	250,000	571,176
Camden	1,003	30,747	250,000	280,747
Carroll	4,191	128,475	250,000	378,475
Caswell	5,137	157,475	250,000	407,475
Catawba	12,400	372,000	250,000	622,000
Chatham	5,104	159,222	250,000	409,222
Cherokee	4,203	128,843	250,000	378,843
Chowan	1,374	40,381	250,000	290,381
Cleveland	11,941	356,051	250,000	606,051
Columbus	1,229	36,729	250,000	286,729
Crawford	1,229	36,729	250,000	286,729

## Hall of History Issues Suggestions to Visitors

Suggestions to teachers who are planning to bring groups of school children to Raleigh to visit the Hall of History have been recently issued by the Department of Archives and History.

1. Have a specific objective in mind and plan your trip accordingly. Make a preview tour yourself, if possible.
2. Groups should spend from thirty to forty-five minutes or more examining the exhibits. Special guided tour service is available when requested.
3. If the group is large (50 or over) please notify the Hall of History in advance of your trip, regardless of whether or not a guided tour is desired.
4. It is very important that all members of the group stay in the Hall of History until all are ready to leave. This is an office building where over 200 persons are at work, and confusion and noise disturb them. Please don't allow children to congregate in the lobby or corridors leading to offices.
5. No luncheon facilities are available in the Education Building, except for a small refreshment stand in the basement. Rest rooms are also in the basement. Do not use the elevators. There are stairs leading from the lobby. Groups going to the basement should be supervised.
6. No special permission is required for taking souvenir snapshots. If the picture is to be used for newspaper publicity or any other form of publication, please have it approved.
7. It will be well to prepare the group in advance for the trip, stressing the importance of
  - a. Keeping together.
  - b. Paying attention while exhibits are being explained.

## Department Issues New Edition of "The Tar Heel State"

A new edition of "The Tar Heel State," publication issued by the Department of Public Instruction for school children and others desiring brief information about the State, came from the press early in the summer.

This new edition has a new format, the picture of the capitol being on the outside instead of the State Bird or State Flag. Other information as in the preceding edition is also included. A picture of the present governor, W. Kerr Scott, replaces the picture of former Governor Cherry. Cuts of the bird and flag are new.

## Board Allots Funds for Clerical Assistance

Funds for the employment of clerks in the offices of county and city superintendents were recently allotted for the current year. The schedule based on the number of teachers allotted follows:

Teacher Allotment 7-14-49	Counties	Amount for 1948-49
Up to 49	.....	\$2,100
50-74	.....	2,300
75-99	.....	2,500
100-124	.....	2,700
125-149	.....	2,900
150-174	.....	3,100
175-199	.....	3,300
200-224	.....	3,500
225-249	.....	3,700
250-274	.....	3,900
275-299	.....	4,100

[illegible]

d. Not touching glass cases or hand  
e. Wearing comfortable shoes.  
f. Eating a good breakfast before a long trip).

8. Some type of follow-up activity after the trip will be worth while. Some groups make notes and sketches while observing the exhibits.

9. Members of the staff of the Hall of History are glad to confer personally with group leaders in planning study on special topics.

10. *It is absolutely essential that all groups be adequately supervised and that the supervisor be with the group at all times.*

## How to Put Them

First, carry on an extended period of community education.

Organize a citizens' committee of 100 persons (more or less). Make sure they represent all phases of community life—business, management, labor, professions, real estate, industry, women's groups, etc. Don't worry if some of these people are considered "conservative" in their attitude toward school expenditures.

Lay your bond-issue problem before this group in joint meetings with the superintendent of schools and the board of education.

Take other moves also. For example, hold open meetings of the board of education and invite interested citizens to attend.

Conduct community meetings in each of the schools. Prior to these community meetings, distribute literature telling the story and the plight of your school system. Better let school personnel write the copy, but have professional advertisers and artists do the production work on the literature.

If possible, bott your story down to a few points. For example:

- (1) Stress the effect the increased

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No clerk in either county or city unit will be paid more than \$2,700 from State funds.

The difference in the schedule between county and city units was made to compensate for the difference in transportation. This has been the policy since the State began operating the schools in 1933.

birth rate will have on schools. (2) Describe the new residential areas for which no schools are provided. (3) Picture honestly and without alarm the obsolete schools no longer fit for American children. Repeat, repeat and repeat these points over again.

Organize a speakers' bureau and orient the speakers in advance on the problems involved. Schedule talks for these speakers among city civic and community organizations.

And, of course, get as much newspaper and radio coverage as you can.

A day before the bond election, send home with the children a map of all precinct polling places and other litera-

Set up a "Get-Out-the-Vote" organization headed by a committee made up of P.T.A. members. Make sure this committee checks registration of voters and conducts a telephone campaign during the entire day of the election to get people to the polls.

*Note.* That is how the Denver (Colorado) school system organized for its bond issue election. Result: a \$21,000,000 bond issue was approved by a 7 to 1 majority.

## Committee Selects 100 American Books

These are the one hundred books selected from the nominations of 2,000 prominent Americans as representative of America's life, her people, their struggles, attainments and ideals.

**FICTION**—A Goodly Heritage, Mary Ellen Chase; A Lantern In Her Hand, Aldrich; Alice Adams, Booth Tarkington; The American, Howard Fast; Arrowsmith, Sinclair Lewis; Arundel, Kenneth Roberts; Barren Ground, Ellen Glasgow; Cimarron, Edna Ferber; Collected Stories, Ring Lardner; The Covered Wagon, Emerson Hough; Death Comes For The Archbishop, Willa Cather; Drums Along The Mohawk, Edmonds; Ethan Frome, Edith Wharton; The Four Million, O. Henry; The Forest And The Fort, Hervey Allen; The Free Man, Conrad Richter; Freedom Road, Howard Fast; The Great Meadow, Roberts; The Grapes of Wrath, John Steinbeck; Giants In The Earth, Ole Rolvåg; The Hoosier Schoolmaster, Eggleston; Huckleberry Finn, Mark Twain; The Immortal Wife, Irving Stone; Journey In The Dark, Martin Flavin; Let The Hurricane Roar, Lane; Last of The Mohicans, Cooper; Look Homeward, Angel, Thomas Wolfe; The Late George Apley, Marjorie Pryor; The Man Without A Country, Hale; My Antonia, Willa Cather; Moby Dick, Herman Melville; Northwest Passage, Kenneth Roberts; The Octopus, Frank Norris; O Pioneers, Willa Cather; Old Creole Days, George W. Cable; The Ox Bow Incident, Clark; Rabble in Arms, Kenneth Roberts; Red Badge Of Courage, Stephen Crane; Ruggles of Red Gap, Wilson; So Big, Edna Ferber; Tales Of The Gold Rush, Bret Harte; The Trees, Conrad Richter; U. S. A., John Dos Passos; Valley of Decision, Marcia Davenport; Vein of Iron, Ellen Glasgow.

**POETRY**—Collected Poems, Robert Frost; Collected Poems, Longfellow; John Brown's Body, Benet; Leaves Of Grass, Walt Whitman; The People, Yes, Carl Sandburg.

**PLAYS**—Ah, Wilderness, Eugene O'Neill; Our Town, Thornton Wilder; Yellow Jack, Sidney C. Howard.

**BIOGRAPHY, AUTOBIOGRAPHY**—A Son Of The Middle Border, Garland; Admiral Of The Ocean Sea, Morison; Andrew Jackson, Marquis James; The Americanization Of Edward Bok; Autobiography Of William Allen White; Autobiography of Lincoln Steffens; Autobiography of Benjamin Franklin; Benjamin Franklin, Carl Van Doren; Citizen Tom Paine, Howard Fast; Connecticut Yankee, Wilbur L. Cross; The Education Of Henry Adams; George

Washington, Woodward; George Washington Carver, Holt; Life With Father, Clarence Day; Long Remembered, MacKinlay Kantor; The Making Of An American, Riis; Native Son, Richard Wright; Paul Revere And The World He Lived In, Esther Forbes; The Prairie Years, Carl Sandburg; The Raven, Marquis James; Sherman, Fighting Prophet, Lewis; Theodore Roosevelt, Henry F. Pringle; Thomas Jefferson, Claude G. Bowers; Up From Slavery, Booker T. Washington; We Who Built America, Carl F. Wittke; The World Of Washington Irving, Van Wyck Brooks; Yankee From Olympus, Bowen.

**ESSAYS, HISTORY, MISCELLANEOUS**—A Sub Treasury of American Humor, E. B. and K. S. White; A Treasury Of American Folklore, B. A. Botkin; The American Language, H. L. Mencken; The Epic Of America, Adams; Essays, Ralph Waldo Emerson; From Many Lands, Louis Adamic; The Ground We Stand On, Dos Passos; Home Country, Ernie Pyle; Inside U. S. A., John Gunther; Life On The Mississippi, Mark Twain; The Lincoln Reader, Paul M. Angle; Main Currents In American Thought, V. L. Parrington; Only Yesterday, Frederick Lewis Allen; The Oregon Trail, Francis Parkman; The Republic, Charles A. Beard; The Rise Of American Civilization, Charles A. and Mary Beard; Walden, Henry David Thoreau; The Way Our People Lived, Woodward; The Winning Of The West, Roosevelt; The Year Of Decision, Bernard De Voto.

## Don't Worry

What professional men and women worry about at different ages has been charted by psychologists.

At age 26, professionals worry about making a good impression on people.

At 30, they worry about job security and economic problems—and this regardless of whether they live during prosperity or depression.

At 38, health is their chief worry; at 41, it's political issues; at 42, wife or husband troubles; and at 45, they are troubled about giving up lifelong ambitions.

After that, major worry concerns health.

Now that you know the "lifetime worry pattern," don't worry about it. —*Editor's Washington Dispatch.*

## Five N. C. High School Papers Get Awards

Five North Carolina high school papers have been awarded the certificate of honor by the National Tuberculosis Association and the Columbia Scholastic Press Association for their entries in the 1948-49 School Press Project. Papers winning the award and the school they represent are: "The Blackbird," Rocky Mount High School, Rocky Mount; "Hanes Hi Rada," Hanes High School, Winston-Salem; "Gray Light," Gray High School, Winston-Salem; "The High Rocket," Durham High School, Durham; and the "Pine Whispers," R. J. Reynolds High School, Winston-Salem. Three hundred fifty-four papers from 38 states, the District of Columbia, Alaska and Hawaii were entered in the project.

The awards were presented to each paper in recognition and appreciation of its contribution to a better understanding of tuberculosis and of the role the Christmas Seal plays in the prevention and control of this disease.

## This Will Make Latin Teachers Mad

As a basis for the study of other languages Latin has been found actually less advantageous than a modern language whether it be German, French, or Spanish. Authority for statement is Dr. Gilbert C. Kettelkamp of the University of Illinois College of Education.

In a bulletin just published by the University of Illinois Bureau of Research and Service, Dr. Kettelkamp has reported results of a study made in several Illinois high schools. Grade-average data covering the four languages commonly taught in the secondary schools—taken in all possible sequences—showed that students having had one foreign language nearly always made some improvement in the quality of their work when studying a second language.

The amount of improvement was not particularly favorable to any one language, according to Dr. Kettelkamp's data.

"No one language stands out as superior in preparation of students for a second language. The claim that Latin is valuable as a preparation for studying a modern language does not seem warranted."

Latin should be studied for its worthwhile contributions to the learner which are transferable to other studies such as history, literature, sociology and fine arts, Dr. Kettelkamp points out.



## Former Board Member Dies

Ryan McBryde, former member of the State Board of Education, died early in July at his home in Raeford. The State Board authorized its secretary to write a letter of sympathy to Mrs. McBryde.

## Educator Urges High Schools to Revamp Courses

Calling upon the nation's high schools to "revamp their courses completely," William G. Brink, professor of education at Northwestern University, Evanston, Ill., declared that the reason that 553 out of every 1,000 pupils, or more than a million a year, drop out of high school before graduation is that they fail to find school programs interesting, satisfying and challenging to them. Professor Brink recently surveyed a number of public high schools for the United States Government.

Citizenship training is the weakest link in our education program, he asserted, adding that too frequently required history and civics classes are little more than exercises in memory without stress on interpretation and relationship to the contemporary scene. Few help a youth to fill his place in society.

"High schools," he continued, "should institute more realistic methods of instruction, emphasize improvement of reading skills and develop among the pupils satisfactory study and leisure time habits. The student should be taught in school to acquire salable skills and an intelligent understanding of economic life. High schools should make him familiar with the contributions of science; cultivate in him an appreciation of art, literature, music and nature, and develop this competency in the various areas of communication—reading, writing, listening and speaking. He should learn to purchase and use goods and services wisely and to have respect for human personality, so that he will exhibit a high degree of tolerance, co-operation and good will."

Moreover, added Professor Brink, the school should plan courses which serve the needs of the whole community. This can be done by sponsoring adult education programs and strong extra-curricular activities for students and by studying job opportunities of the neighborhood and elsewhere to provide realistic vocational training.—*Trends in Education-Industry Co-operation.*

## Geography Teachers To Meet in November

The National Council of Geography Teachers will hold its annual conference on November 25 and 26 1949, at Hotel Cleveland, Cleveland, Ohio. The meetings will be held in Cleveland in response to the invitation of Western Reserve University, Kent University, and Oberlin College.

Dr. Gilbert Grosvenor, president of the National Geographic Society, will be the guest speaker at the annual banquet to be held Friday evening, November 25. Dr. Grosvenor will give a review of some of the outstanding explorations conducted by the National Geographic Society and will illustrate his talk with some very beautiful and unusual motion pictures.

A general session will be devoted to areas of the world of critical importance in the news. A number of outstanding geographers will speak, among whom will be Dr. Samuel Van Valkenburg of Clark University and Dr. Roderick Peattie of the Ohio State University.

Other scheduled speakers will be Dr. Edith Parker, University of Chicago, "Problems of Elementary School Teaching"; Miss Zoe A. Thralls, University of Pittsburgh, "Problems of High School Teaching"; Dr. Lewis F. Thomas, Washington University, "Problems of Teaching in Colleges and Universities." Final program plans will be announced in the near future.

## Department Gives Items that May be Purchased from Library Fund

Items for which funds allotted for school library maintenance may be expended are given in a letter to county and city superintendents.

The allotment to the units is based on 39.5¢ per pupil in average daily membership for the first seven months of 1948-49.

Funds from this source, according to Dr. J. Henry Highsmith, Director of the Division of Instructional Service and Eloise Camp, State School Library Adviser, may be expended for the following purposes: (1) Replacement of library books for pupils, (2) subscriptions to magazines for pupils, (3) re-binding of library books, (4) library supplies for organizing the book collection, (5) library book mending materials, and (6) other consumable library supplies.

## Navy Offers Scholarships

Two thousand college scholarships are offered by the Navy to male students between the ages of 17 to 21, it is announced by Captain Ralph Earle, Jr., Duke University ROTC Unit, Durham.

These scholarships are valued at about \$6,000 each. To determine eligibility the Navy College Aptitude Test will be given in December. Information and application blanks for the test will be available in September at high schools and naval activities. All applications must be mailed not later than the first week in November.

Last year 36,000 boys competed for the Navy College Scholarships. Each winner receives a four-year college education in one of 52 universities or colleges. Summer vacations are spent on two-month cruises to foreign ports. Upon graduation the candidate is commissioned Ensign, U. S. Navy, and serves for a period of two years with the fleet. At the end of this two-year period each ROTC officer may continue his career in the service or be separated to a Reserve status.

## 430,000 College Degrees Granted During Year Just Ended

Federal Security Administrator Oscar R. Ewing announced recently that colleges and universities throughout the United States conferred approximately 430,000 degrees during the year ending June 30, 1949—an all-time high.

This estimate by the Office of Education, Federal Security Agency, is based upon returns from about 1,000 of the Nation's 1,200 degree-granting institutions, Administrator Ewing explained.

Earl James McGrath, U. S. Commissioner of Education, said of the survey findings, "This year's estimated total of 430,000 college degrees tops last year's previous high record of 319,000 and practically doubles the number in the pre-war peak year of 1939-40. The total includes 375,000 bachelor's or first professional degrees, and 55,000 advanced degrees, either master's or doctor's. Thirty-eight per cent more bachelor's or first professional degrees were granted in 1948-49 than in 1947-48. The number of doctor's degrees rose 29 per cent over the preceding year, and the number of master's degrees 20 per cent."

Fifty-two per cent of all degrees granted during the 1948-49 academic year were earned in private institutions, the Office of Education report disclosed.

## Educator Advances Human Relations Program

An educational program that will build sound human relations among all our people is advanced by Dr. William H. Kilpatrick, professor emeritus of Teachers College, Columbia University, and one of the country's leading educators, in a new Freedom Pamphlet, "Modern Education and Better Human Relations," published recently.

Dr. Kilpatrick's pamphlet, fifth in the Freedom Pamphlet series published by the Anti-Defamation League of B'nai B'rith, shows how the schools of today can produce citizens who will fully recognize the equality of all men with respect to human rights.

The goal of the modern school, Dr. Kilpatrick asserts, should be to teach all children to live together cooperatively. If children of different groups start early to work and plan together they will grow to respect each other as persons, provided the attitudes of teachers and parents do not contradict the lessons in cooperation learned by the children. Particular care should be taken to prevent any child from feeling unwanted, for complexes can be initiated which will prevent the child who is discriminated against from adjusting normally to the world.

Older students, Dr. Kilpatrick writes, should study the scientific aspects of the problem of discrimination, in order to understand fully that there are no inborn race differences. They should be taught to know and to respect the cultural contributions of each group as well as to understand the discrimination directed against minority groups.

## Radios to Present Thrift-Teaching Series for Children

"Bill Squirrel," a 52-program series based on the School Savings thrift program, will be presented on more than 700 radio stations beginning early this fall.

Teachers who wish to use this program as an aid to teaching thrift may contact their local stations for the time of presentation. If it is on the air during school hours, it may be heard in connection with a regular class. If on the air after school hours it could be used as a home work assignment for the course in which the teaching of thrift is integrated.

With appeal for adults as well as children, "Bill Squirrel" is by transcrip- tion in 5-minutes broadcasts.

## A Smile

*A Smile  
Costs nothing,  
But gives  
Much.*

*It enriches  
Those who receive it,  
Without making poorer  
Those who give it.*

*It takes  
But a moment,  
But the memory of it  
Sometimes lasts forever.*

*None of us  
Is so rich or mighty  
That he can get along  
Without it.*

*And none  
Is so poor  
That he can be made  
Rich by it.*

*A smile  
Creates happiness in the home  
Fosters good will in business  
And is the countersign of friendship*

*It brings  
Rest to the weary,  
Cheer to the discouraged,  
Sunshine to the sad  
And it is nature's best antidote for  
trouble.*

*Yet it cannot  
Be bought, begged, borrowed or  
stolen,  
For it is something  
That is of no value to anyone  
Until it is given away.*

*Some people are too tired  
To give a smile.  
Give them one of yours,  
As none needs a smile so much  
As he who has no more to give.*

—Anon

## North Carolina Ranks Fourth in Lunchroom Participation

With 34.1 per cent of school children participating, North Carolina ranked fourth among the states in the school lunch program in 1948-49.

Louisiana ranked first with 54.5 per cent of the children participating on the program of that state. Other two states above North Carolina were Florida, 36.7 per cent; and South Carolina, 36.5 per cent.

## Driver Institutes Held

Three one-week driver institutes were recently held throughout the State—at East Carolina Teachers College, Appalachian Teachers College and the University, Chapel Hill.

These institutes were under the general direction of John C. Noe, Supervisor of Safety and Driver Education for the State Department of Public Instruction. The institutes were held July 25-29 at Greenville, August 1-5 at Boone, and August 8-12 at Chapel Hill.

Such things as traffic accidents, driver characteristics, improving attitudes of young drivers, driver licensing, traffic rules and regulations, motor vehicle maintenance, and pupil transportation and safety were discussed.

As a result of these institutes, 64 additional high school teachers are now qualified to teach driving to students.

## Music Film Available

As a guide to local organizations interested in fostering music, the American Music Conference, Chicago, has prepared a sound slide-film in full color called "Moving Ahead with Music." The film will be available on a free loan basis to all local groups, such as parent-teacher organizations, service clubs, women's clubs, veterans' organizations and others.

A companion to A.M.C.'s widely used manual, also called "Moving Ahead with Music," the slidefilm outlines the basic importance of music in everyone's life, how many communities are broadening the benefits of music, and what local groups can do to bring about a great expansion in musical opportunity.

The American Music Conference is a public service organization devoted to bringing music's benefits to all Americans. In addition to its own educational and field work, it has been working closely with groups of educators, parent-teacher organizations, farm groups, service clubs, women's clubs and other civic bodies. The "Moving Ahead with Music" manual and slidefilm are intended to implement the work of such groups in their own communities by providing the experience and skills of specialists.

The film may be ordered by writing to the American Music Conference, 332 South Michigan Avenue, Chicago 4, Illinois and specifying available showing dates, the number of persons likely to see it and the name of the organization making the request.

## Mrs. Maley Serves as Workshop Bulletin Chairman

Mrs. Anne W. Maley, North Carolina's State Lunchroom Supervisor, served as Chairman of the Workshop Bulletin Committee at the National School Lunch Workshop held at Ames, Iowa, in July.

As Chairman of the Committee, Mrs. Maley had charge of getting out the workshop bulletin, *The Willow Twig*.

## Prominent Laymen Form Commission To Help In Public School Crisis

Aroused by the continuing nationwide crisis in the public schools, a group of prominent men and women have formed a National Citizens Commission for the Public Schools which will work for concerted action by citizens in their local communities, it was announced recently.

The Commission has received initial financial support from the Carnegie Corporation and the General Education Board.

The Commission is composed exclusively of laymen, many of them outstanding in business, labor, law and publishing. Its members are convinced that because of the grave challenges America faces in today's world, the prime need of this country is a wise and informed citizenry. For this reason they feel that the public schools have never before been so important to the nation and that there is a special urgency in the problems of the public schools today.

The members of the new Commission point to the lack of clarity in educational goals, the shortage of trained teachers, overcrowded classrooms and the serious inequalities of educational opportunity for children in many parts of the country as only a few of the public school problems which should be of direct concern to us all.

The Commission is the first independent national association of laymen dedicated to the improvement of the public schools established in the century, and as it gathers sufficient information and knowledge, will act as a clearing house of information on public school problems for local groups throughout the country. The Commission plans to cite outstanding examples of community action for the improvement of public schools.

## Are You Interested in the Comics?

If you are interested in studying the comics, an article giving suggestions for studying this popular juvenile "literature" in the February North Carolina Parent Teacher Bulletin will be helpful.

The article, "Let's Study the Comics," is by Dr. J. Minor Gwynn, Professor of Education, University of North Carolina, Chapel Hill. In this article Dr. Gwynn gives eight reasons why there is a need for the study of comics. Dr. Gwynn also lists six steps in the preparation of a set of standards for judging comic magazines.

Public Affairs Committee, Inc., 22 East 38th St., New York 16, has issued a little pamphlet, *Comics, Radio, Movies—And Children* which may be procured at 20 cents each, discounts for quantities. This booklet tells the major problems of comics, radio and movies in a sound and balanced way.

## Board Adds Two New Divisions

Two new divisions have been added to the State offices as a result of legislation enacted by the 1949 General Assembly.

A Division of Insurance, headed by J. G. McCracken, formerly Superintendent of the Elizabeth City Schools, is now in operation administering the new insurance law providing for insurance of school property. Mr. McCracken has as his assistant Mr. T. B. Winborne. As of September 1, Mr. McCracken advises, 30 units had come into the State Plan. Offices of this division are located in the N.C.E.A. Building at 111 W. Morgan Street, Raleigh.

The other new division is concerned with school surveys in connection with the building program. It is headed by John L. Cameron, formerly Adviser in Health and Physical Education. He is assisted by Messrs. William P. Kirk and J. Sidney Duff as engineers. Offices of this division are located in the State Capital Life Insurance Building at 2620 Hillsboro Street, opposite State College, Raleigh, N. C.

## Department Holds Orientation Program for New Superintendents

A two-day orientation program for new county and city superintendents and their office clerks was conducted by the State Department of Public Instruction and the Controller's office on July 19-20.

The purpose of the conference was to acquaint new superintendents and their secretaries with the personnel and services of the State Department of Public Instruction and the State Board of Education. Heads of the various divisions appeared before the group to explain their work. About 14 units were represented at this conference.

## Prizes Will be Awarded for Educational Exhibits at Fair

Six prizes of \$100 each will be awarded for educational exhibits at the State Fair which is to be held this year October 18-22.

Notice of educational exhibits was sent last month to county and city superintendents by J. E. Miller of the State Department of Public Instruction, Chairman of the State Fair Committee.

According to the regulations governing exhibits, any county or city administrative unit may submit one application, the exhibit to represent the work of one or more schools. Applications will be considered in the order received.

## Whiteville Exchanges Teacher With Britain

Name of the North Carolina teacher who was selected to exchange teaching position during the 1949-50 school year with one of Great Britain's teachers was announced recently by Federal Security Administrator Oscar R. Ewing. She is Miss Anna Elizabeth Maultsby of Whiteville. Miss Kathleen C. C. Flint of the Osmington C. E. School, Weymouth, Dorset, will replace Miss Maultsby at Whiteville.

The teacher interchange program, sponsored by the Office of Education, Federal Security Agency, the Department of State, and a group of national educational organizations through a Committee on the Interchange of Teachers, this year will send 93 United States teachers to Great Britain, 16 to Canada, and seven to France. Teachers from these countries, in return, arrived in our country during August to teach in schools of 108 different cities in 34 states.

U. S. Commissioner of Education Earl James McGrath said recently that this year's exchange program will bring the total number of teacher position exchanges over a four-year period to 446. Exchange teachers have taught in 44 states and the District of Columbia.



## Fire Prevention Week

The week of October 9-15 has been set aside as Fire Prevention Week.

Schools should observe this week by suitable programs in order that losses from fires will be decreased. During this week also clean-up drives should be made and attention should be directed to fire hazards. Then, too, fire drills should be practiced.

Publication No. 260 issued by the State Department of Public Instruction gives brief information about fire drills and fire prevention education in the public schools.

## State Board Chairman Announces Committee Appointments

Lieutenant-Governor H. P. Taylor, Chairman of the State Board of Education, announced the following committee appointments at the May 31st meeting of the Board:

1. *Finance*: Mr. Brower, Chairman, Dr. Erwin, Mr. Graham, Mr. Ramsey, Mr. Lineberger, Mr. Pritchett.

2. *Transportation*: Mr. Lineberger, Chairman, Mr. Oliver, Mr. Martin, Mr. Pritchett, Mr. Farrell.

3. *Curriculum*: Mr. Martin, Chairman, Mr. Farrell, Dr. Erwin, Mr. Graham, Mr. Oliver.

4. *School Building*: Mr. Ramsey, Chairman, Mr. Martin, Mr. Pritchett, Dr. Trigg, Dr. Erwin.

5. *Public Lands*: Mr. Graham, Chairman, Mr. Hodges, Dr. Erwin.

6. *Claims*: Mr. Hodges, Chairman, Dr. Erwin, Mr. Reid, Mr. C. C. Brown.

7. *Professional Service*: Dr. Dougherty, Chairman, Dr. Trigg, Mr. Martin, Dr. Erwin, Mr. Graham.

8. *Insurance*: Mr. Pritchett, Chairman, Mr. Hodges, Mr. Ramsey.

## English Teachers Hold Institute

The seventh North Carolina English Institute was held August 4-6 at the State University, Chapel Hill, and Duke University, Durham.

The program included discussions on theme writing, spelling, written work and better teaching. Paul Green, North Carolina's noted playwright, gave a talk on "Motivation and Assignment of Written Work." "Toward Better Teachers and Better Teaching" was discussed by the group at the Saturday morning session. The institute concluded with a viewing of the planetarium show "Pictures in the Sky" at the Morehead Planetarium.

## Education

1. *Education* must provide the nation with citizens trained in technical skills and social understanding to gain and maintain a sound economy.

2. *Education* doesn't cost—it pays! It is not an expenditure but an investment. Like any investment, it won't pay off unless sufficient money is put into it to make it work.

3. The welfare of all American people is interwoven. Boys and girls don't stay put in the communities where they grow up. The self-interest of all states demands that all boys and girls have equal chance at adequate educational opportunity.

4. In the end, we get the kind of public education we deserve. Which is another way of saying that our public education reflects the whole state of our country's well-being. For it is just here in our public schools, that our democracy is most deeply engaged, here that our concepts as a people find their most immediate, as well as their widest and deepest application.

5. What we get for the school dollar depends on the number of dollars we put in, provided:

(1) We have adequate school-district organization or structure.

(2) We keep politics out of school systems.

(3) We have dynamic administrative leadership.

## N.C.E.A. Unit Leaders Hold Conference

Local unit leaders of the North Carolina Education Association held their annual conference at Catawba College on September 2-4.

Featured at the first meeting of the conference were addresses by Dr. Lyle W. Ashby, Assistant Executive Secretary of the National Education Association and Dr. Clyde A. Erwin, State Superintendent of Public Instruction.

The second meeting was concerned with a discussion of the Local Unit in Action followed by an address on Discovering and Developing Leadership by J. E. Miller of the State Department of Public Instruction. The afternoon session was divided into discussion groups.

At the third and fourth sessions a report on Recreation by Richard J. Weaver, Director of Resource-Use Education, was made and reports from the discussion groups were heard.

## Department Issues Parallel Reading Suggestions

The teachers of high school English should promote voluntary reading reports by pupils, it is suggested by the Division of Instructional Service, State Department of Public Instruction.

The teacher should guide pupil selection of books to include a wide variety of types. The Department does not prepare a list of books for parallel reading in high school English for two reasons: (1) To permit wide freedom of choice on the part of teachers and pupils from titles available, (2) because new publications are continually coming out this making lists out-of-date, and (3) desirable lists are already available, such as those of the National Council of Teachers of English.

The most satisfactory guides for parallel reading are as follows: *Your Reading* for grades 7, 8 and 9, and *Books for You* for junior and senior grades, both publications of the National Council of Teachers of English, 211 W. 68th St., Chicago 21, Illinois. Price, 30 cents each.

## Work Begins on Social Studies Bulletin

Preparation of a curriculum bulletin on social studies was made last May at a conference at State College.

This conference was called by J. E. Miller, Associate in the Division of Instructional Service, State Department of Public Instruction, who is chairman of a committee of teachers and principals authorized by State Superintendent Clyde A. Erwin to write this curriculum bulletin.

In a recent letter to teachers of social studies Mr. Miller has requested instructional material as well as pictures illustrating social projects. "It is the purpose of the bulletin," he said, "to make it possible for North Carolina teachers to share their good practices in teaching social studies."

## School-Health Service Issues "Betty Jean" Booklets

Two "Betty Jean" booklets have been issued recently by the School-Health Coordinating Service, a division operated jointly by the State Department of Public Instruction and the State Board of Health.

These two booklets, written by Dr. R. M. Fink, Consultant in Mental Hygiene, are available at 10c a copy. Their titles are "Betty Jean Is Ready for School" and "Betty Jean Grows Up."

# THE ATTORNEY GENERAL RULES

## EMPLOYMENT OF NON-STANDARD TEACHERS— DURATION OF CONTRACT

*In reply to inquiry:* I have your letter of June 16th in which you write me as follows:

"You are familiar with the provision in the School Machinery Act which requires that all teachers shall have a standard State certificate and that the teacher not holding a certificate cannot be employed except under emergency conditions. The State Board of Education, in a revision of its regulations recently provided as follows: 'For each teacher rated as a non-standard the superintendent must furnish a statement to the effect that a better qualified teacher is not available and cannot be obtained.' We now have a letter from Superintendent \_\_\_\_\_, under date of June 14, which raises a question with reference to this matter about which I should like to have your opinion. I am enclosing herewith a copy of his letter."

G.S. 115-151 provides that no person shall be employed or serve in the public schools as teacher, principal, supervisor, superintendent, or assistant superintendent who shall not be certificated for such position by the State Board of Education in accordance with the law.

G.S. 115-154 makes provision to the same effect but at the end of the second paragraph of this section there is a proviso as follows: "Provided, that nothing herein shall prevent the employment of temporary substitute or emergency teachers under such rules as the State Board of Education may prescribe."

I have before me a copy of the regulations adopted by the State Board of Education under authority of this proviso providing for Emergency A. Ratings, Emergency B. Ratings, War Permit Ratings, and Non-Standard Ratings. As to the Non-Standard Ratings, the provision is as follows:

### "4. 'Non-Standard Rating'

"This rating will be granted to a teacher who holds no certificate and who has credit for less than 60 semester hours of standard college work. The salary in this case will be that which is classified as 'non-standard' on the State schedule. For each teacher so rated the superintendent must furnish a statement to the effect that a better qualified teacher is not available and cannot be obtained."

As this classification requires that the non-standard teacher be employed only while a better qualified teacher is not available and cannot be obtained, I reached the conclusion that any teacher

## REJECTION OF TEACHER OR PRINCIPAL; G. S. 115-143; APPLICABILITY OF 2 SECTIONS

*In reply to inquiry:* I received your letter of January 28, quoting the provisions of the School Machinery Act, G. S. 115-359 and G. S. 115-143, relating to the dismissal of a teacher, as to which you submit the following questions:

"Does Section 115-143 apply when a teacher's contract is terminated to take effect at the close of the school term as provided in Section 115-359?"

G. S. 115-143 does not apply when a teacher is not reelected and given notice as required by G. S. 115-359.

"Does teacher have right to appeal to the courts when no reason is given for dismissal under Section 115-359?"

A teacher does not have any right to appeal when no reason is given for failure to reelect and notice is given as required by G. S. 115-359. The re-election of a teacher is within the discretion of the school board but, if they fail to give notice of rejection as required by the statute, the contract would continue until such notice of rejection was given.

"If the county superintendent or the county board of education does not approve the rejection made by the district principal and the district committee, does the teacher's contract continue and is the teacher legally employed for the next school term?"

G. S. 115-359, in the last paragraph thereof, provides that in the event a teacher is rejected under the provisions of this section, such rejection shall be subject to the approval or disapproval of the governing authorities of the administrative unit in which said teacher is employed.

Under this language, the County Board of Education would have to approve the rejection but nothing is said about requiring the approval of the county superintendent of schools.—Attorney General, February 2, 1949.

Contract entered into would be subject to the provision of the statute and the regulations. If a properly certified teacher can be obtained, the teacher rated as non-standard would not have any contractual rights which would permit holding the position as the contract made would be subject to the statute and the regulations adopted by the State Board of Education.—June 20, 1949.

## TEACHERS; REFUSAL TO RE-EMPLOY

*In reply to inquiry:* You state that your wife has a contract and taught for some time without complaint from the principal or the committee and that on May 1st, 1949, your wife was told to resign or get fired. You inquire as to what are the rights of a school teacher with regard to this situation.

While a teacher's contract is in force, a teacher can only be removed or discharged for cause, that is, for immoral or disreputable conduct in the community or for failure to comply with the provisions of the contract. Other grounds for cause are incompetency or a wilful refusal to discharge duties or a persistent neglect of such duties. When a dismissal is sought on such grounds, the teacher has a right to appeal to the county board of education or to the courts. This is provided by section 115-143 of the General Statutes.

As you know, a teacher's contract is for a definite length of time and is automatically renewed unless notice is given to the teacher to the contrary. If the school authorities desire to give notice to the teacher that they will not renew this contract, this is entirely a matter within their discretion; and they do not have to assign any reasons or grounds for failure to renew or re-elect a teacher. This is provided by section 115-354, as amended by the Session Laws of 1945, Chapter 970. I know of no reason, therefore, that would prevent the school authorities from failing to re-elect your wife if they give proper notice that the contract is terminated. It may be as a matter of merit or as a matter of moral justice that they should not do so, but there is no legal prohibition that would prevent them from doing so. I think we might compare it to the situation where you would employ me for one year to do something for you. My services may be satisfactory, but at the end of that year, you decide that you do not want to employ me any further. When the contract is properly terminated, you do not have to employ me any further, whatever may be your reason.—June 1, 1949.

## RIGHT TO CONVEY COUNTY PROPERTY TO CITY ADMINISTRATIVE UNIT

*In reply to inquiry:* I have your letter of February 17, in which you invite my opinion as to whether or not the Board of County Commissioners of your County would have a right to con-

(Continued on page 16)

## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, Sept., 1944)

**Superintendent L. M. Peele** of the Scotland County school unit, after 30 years of service, retired on August 1, and has been succeeded by J. J. Pence, principal of the Wagram High School.

Reports from approximately 80 per cent of the schools indicate that there were only 1,101 schools from 90 counties which had lunch rooms during the year 1943-44.

On July 26 Governor Broughton appointed A. S. Brower, administrative assistant of Duke University, as a member of the State Board of Education from the Sixth District to succeed Dr. Henry Divire, who died a few days earlier in Duke Hospital.

At its June 8th meeting the State Board of Education, upon recommendation of Governor Broughton, directed its Finance Committee "to work out a plan for removing the salary differential between white and colored teachers" for the year 1944-45.

State Superintendent Clyde A. Erwin was elected chairman of a newly organized group of chief state school officers of the 16 southern states at a meeting of such officials held in Chattanooga, Tenn., on August 9th.

### 10 Years Ago

(N. C. Public School Bulletin, Sept., 1939)

Beginning with this number, we give you a printed BULLETIN.

Between four and five hundred persons including about 125 superintendents attended the annual conference of superintendents held July 26-28 at Ridgecrest.

On June 1, Mr. C. D. Douglas, Director of the Division of Finance and Statistics, who had been with the Department since June 15, 1920, resigned to accept the position of Auditor with the State School Commission.

The State Department of Public Instruction and the State Board of Health on July 1, 1939, began a joint school health service program to be financed by a grant of \$50,000 for the next five years by two divisions of the Rockefeller Foundation, the General Education Board and the International Health Division.

During the summer, early June, the State lost one of its most widely known and beloved superintendents in the death of Mr. W. R. Thompson of Chatham County.

## Constitution Day

*Constitution Day will be observed this year on September 17.*

*The schools have been requested by State Superintendent Clyde A. Erwin to observe this day with appropriate exercises.*

*"The destiny of the world of tomorrow lies with the youth of this nation," Superintendent Erwin stated. "And the schools of our country have it within their power to preserve and perpetuate those things for which our Constitution stands and which have made our nation great."*

### THE ATTORNEY GENERAL RULES

(Continued from page 15)

vey a tract of land containing 25 or 30 acres of land, formerly used for County Home purposes, on which to locate a high school building of the city unit.

It is my opinion that your Board of County Commissioners would have the authority to convey, without any purchase price, such part of this tract of land as in their opinion is necessary for the operation of the high school of the city administrative unit, including such land as would be proper and useful for the campus, athletic fields, etc.

Under our school law, a county is required to provide for the purchase of such land as may be needed for school buildings by the city administrative units as a part of the capital outlay of the county. Having a clear right and duty to provide capital outlay funds for the purchase of necessary sites for school buildings, the County would, in my opinion, have unquestioned right to convey county-owned property to the extent necessary for that purpose.

Under our statute the schools are permitted to condemn land for school sites not in excess of 10 acres. This is not necessarily a limitation on the acreage which could be acquired by purchase or by transfer by the county, if a larger acreage was deemed proper and necessary for this purpose.—Attorney General, February 18, 1949.

## Department Issues New Homemaking Course

"A Guide to the Teaching of Homemaking in North Carolina Schools, 1949" is the title of a 193-page course of study recently issued by the State Superintendent of Public Instruction. Copies have been furnished free to all homemaking departments. Other copies are available from the Division of Publications, State Department of Public Instruction, at 50 cents each.

## MAKING TODAY'S NEWS

**Henderson.** Leaders of the school-boy patrol for Henderson schools will be selected this week and will start their training immediately thereafter, E. T. Warren said today.—Durham Herald, August 1, 1949.

**Durham.** Provided dual-control automobiles can be secured from General Motors Corporation, courses in driver training will be instituted this fall at Durham High School and Hillside High School, L. Stacy Weaver, city school superintendent, stated yesterday.—Durham Herald, July 27, 1949.

**Alleghany.** Dr. J. Henry Highsmith, director of instruction for N. C. schools, will be in Alleghany County Wednesday to confer with local school officials about the overall instructional program.—Winston-Salem Journal and Sentinel, July 31, 1949.

**Asheville.** All teachers in the Asheville City Schools must have physical examinations, X-rays and blood tests before school starts, according to city health authorities.—Asheville Citizen, August 20, 1949.

**Salisbury.** The Salisbury City Schools have received 350 bushels of fresh Barlett pears from the Federal Department of Agriculture, Miss Mary Susan Griggs, lunchroom supervisor, said yesterday.—Salisbury Post, August 21, 1949.

**Thomasville.** An elective Bible course will be offered for the 12th consecutive year to the Juniors and Seniors of the Thomasville, Hasty, Pilot and Fair Grove high schools when the city and county schools open in September.—High Point Enterprise, August 25.

**Cabarrus.** A workshop for school lunchroom personnel in Cabarrus and other counties was held yesterday at Winecoff school.—Concord Tribune, August 19.

**Durham.** Approximately 300 boys who are members of the School Boy Safety Patrol will begin a training program this morning at the city armory.—Durham Herald, August 29.

**Oxford.** The Oxford School Boy Safety Patrol will be reorganized at a meeting to be held at 7:30 tonight, Friday, at the home of the Director, F. S. Leavister, 228 Broad Street.—Oxford Ledger, September 9.



# NORTH CAROLINA PUBLIC SCHOOL

# BULLETIN

Published Monthly by the State Department of Public Instruction

OCTOBER, 1949

RALEIGH, NORTH CAROLINA

VOL. XIV, No. 2

## Schools Increase Guidance Services

North Carolina's public high schools furnish more guidance services to boys and girls now than was the case seven years ago, according to figures recently compiled in the State Department of Public Instruction.

Guidance services include yearly records, administering tests, keeping files of occupational information and training opportunities, giving courses on occupations, counseling, placement and follow-up attention.

According to tabulations for 1948-49, 765 or 80.5% of the high schools were keeping cumulative records of their students. Seven years preceding this year, only 58.8 per cent of all high schools provided such records.

A comparison with percentage of other guidance services for these two years follows:

1941-42 1948-49		
Gave standard tests at regular intervals.....	27.8	45.2
Kept file on occupational information.....	38.1	74.0
Kept file in training opportunities.....	25.4	83.5
Gave occupations course.....	15.3	39.0
Gave individual counseling.....	55.3	50.8
Assisted in placements.....	43.5	39.1
Provided follow-up service.....	38.4	44.6

These percentage figures represent only quantitative achievement, it is stated by Ella Stephens Barrett, State Supervisor of Occupational Information and Guidance. "No attempt," she states, "is made to measure the quality or extent of these services. They do, however, indicate a trend as well as the fact that counseling and guidance services are vital parts of the high school program."

## FEATURES

Page

Board Approves First Projects for \$50,000,000 Building Fund.....	1
Superintendent Ervin Says.....	2
Table Shows Net Grant to Units From School Plant Improvement Fund.....	4
Principal Should Do Like "Cackling Hen".....	10

## BOARD APPROVES FIRST PROJECTS FROM \$50,000,000 BUILDING FUND

Projects totaling \$1,510,640.20 were tentatively approved by the State Board of Education at its September meeting.

These 12 projects, representing nine county and city units, were the first approved by the Board from the \$50 million school building program provided by the General Assembly of 1949. It is contemplated that they will get under way immediately and be completed for use next year.

The following projects were approved: \$240,800.20 for a 45-classroom high school building including auditorium and lunchroom in Burlington.

\$97,740.00 for a 16-classroom elementary building for Sparta in Alleghany County.

\$145,090.00 for a 12-classroom high school building including auditorium and lunchroom for Atlantic in Carteret County.

## 899 Students Take Study-Work Courses

Boys and girls totaling 899 took courses last year in which schools offered the instruction while the local industry provided a laboratory where practical training with pay was given.

This is what is known as diversified occupations, a program promoted by the trade and industrial department of the Division of Vocational Education of the State Department of Public Instruction. This program is directed by George W. Coggin, State Supervisor. Courses under this program range from agriculture and airplane mechanics to watch repairing and window display.

According to tabulations made by Mr. Coggin, the 899 students enrolled in such courses last year represented 36 schools, 26 white and 10 Negro. Of the total, 499 were boys and 400 were girls. Most popular occupation was office clerk, 161 students having enrolled in such courses. Salesmanship was next in order with an enrollment of 140.

\$150,000.00 for an 18-classroom union school including auditorium, gymnasium and lunchroom for Negroes in Currituck County.

\$371,940.00 for an 18-classroom elementary school including lunchroom for Mineral Springs in Forsyth County.

\$160,000.00 for an 8-classroom building including auditorium and lunchroom for Mount Mourne, and renovation of Troutman and Monticello schools in Iredell.

\$62,570.00 for a 11-classroom high school including lunchroom for Mooresville.

\$165,000.00 for a 11-classroom high school including auditorium and lunchroom for Negroes and a high school including gymnasium for whites in Roxboro, Person County.

\$117,500.00 for a 9-classroom, auditorium and lunchroom for New Salem, Union County.

## Governor Appoints Textbook Commission

Governor W. Kerr Scott appointed six new members to the State Textbook Commission on August 15. Six other members were reappointed.

New members are: Mrs. B. C. Parker of Albemarle, succeeding Mary Blackstock of Asheville; Bernard Brigman of Walnut, succeeding Mrs. Manly Williams of Wilmington; Margery Alexander of Charlotte, succeeding Eloise Rankin of Charlotte; Mozelle Causey of Greensboro, succeeding E. M. Thompson of Burgaw; Bertha Cooper of Elizabeth City, succeeding Iva E. Shockley of Durham; and Mrs. Phebe Emmons of Washington, succeeding Mrs. Estelle McClees Komerska of Burlington.

Reappointed members are: L. E. Spikes, Burlington; Grace Brunson, Winston-Salem; Frances Lacy, Raleigh; Mrs. Floyd Souder, Fayetteville; George S. Willard, Jr., Wilson; and Jinsie Underwood, Gastonia.

# *Superintendent Erwin Says . . .*

**I**N the provision of \$50,000,000 for a School Plant Construction, Improvement and Repair Fund North Carolina is charting a new approach to meeting the needs for school buildings in American education. From the proceeds of this Fund we expect to add approximately 5,000 classrooms to the State's public school plant. From the proceeds of local bond issues which are being voted throughout the State, it is estimated that another 5,000 classrooms can be provided.

The expending of these funds, totaling around a \$100 million, gives school people both a great opportunity and a great responsibility. It is our responsibility to spend these funds wisely; it is our opportunity to provide for the children of this State plant facilities that will help bring about better instruction. In the process of expending this money, however, we should give thought to consolidating small schools into larger units where conditions are favorable in order that maximum opportunities may be provided to the children of the State. We should participate in planning, make suggestions so that in each instance the project when completed will represent the latest thought and practice in school plant construction.

Planning and construction under this program should not be carried out too hastily. Every precaution should be taken to see that no facilities are constructed for which there does not appear to be a continuing need. Such factors as population trends, economic development and community needs should be carefully considered. Sufficient time should be taken to study these various factors to the end that the wisest utilization of the funds may be had.

Effective spending of this money is essential to the success of the entire program. I hope, therefore, that each person concerned in any way with this school building program, even in a remote way, will put CHILDREN first in their thinking, in their planning, and in their suggestions in regard to each particular public school facility under consideration.

## NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CLYDE A. ERWIN  
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October, 1949

EDITOR  
L. H. JOBE  
Director, Division of Publications



# Ye Editor Speaks . . .

## Busy Days

NEVER before, it seems to us, has there been so much to do—so many new things and such an increase in duties.

First, there is the building program that is fast getting underway. Surveys must be made, plans must be decided upon, and it seems a "1001" things in connection therewith must be done before the building is available for use.

Then, there is the child health program. Much work and understanding of this important program requires the time and attention of a good many people. The supervisory program also needs the expert direction of both State and local school officials in order that it may be truly effective in improving the instruction offered in the public schools. The new insurance program also demands the attention of school administrators.

Aside from these new programs, there are lunchroom problems, transportation, textbooks, supplies, and equipment that require expert attention from some person or persons familiar with these various aspects of school administration.

In getting these various parts of the "school machine" in operation, there will be many "headaches" or "bottle necks", no doubt. "This man's approval must be had." "This particular 'thing' needed cannot be obtained 'right now'." There will be delays for one reason or another. The patience of all of us will be tested to the breaking point. But . . .

"If you can keep your head when all about you are losing theirs and blaming it on you; . . . You'll be a Man, my son."

## Teachers' Homes

IN many school districts of the State there is no suitable home for teachers. For unmarried teachers the problem of securing room and board is perhaps not as difficult as for married teachers. However, the fact that suitable housing facilities are not available often stands in the way of employment of more desirable teachers, either married or single.

This brings us to this point: A school building program is getting under way in the State.

Funds are being made available for the "construction, repair and improvement of school plant facilities." State funds provided are for these particular purposes. In the main such funds will be used for classrooms, and rightly so. A part will be used for auditoriums, lunchrooms, gymnasiums, and laboratories. These, too, are essential school plant facilities. We wonder, however, if there are not certain instances where teachers' homes is a legitimate item in the capital outlay fund budget. And even if this method of financing such a project is not feasible, there is a plan known as "self-liquidating" in which money is borrowed and paid back from rents realized.

Let's don't forget that the teacher must have a house in which to live.

## Long Service Records

LAST year the Bulletin had something to say about long service records of school teachers, and requested information regarding any teacher in North Carolina who had a service record of 50 years or more.

Recently, we had a communication from one high school principal calling attention to a teacher who had just completed her 49th year. This teacher is Miss Ida Rankin of the Mount Holly community in Gaston County.

At the end of Miss Rankin's 48th year of service the community celebrated the event with a meeting at which gifts were presented and tribute was paid to Miss Rankin. At this meeting also it was told what Miss Rankin's service had meant to the community all these years.

The Bulletin wishes to commend this kind of celebration. We think there should be more like what was done in Mount Holly. We feel sure there are other teachers who have served their communities for many years and such public recognition is truly a laudable undertaking. In this connection we wonder if it wouldn't be a good idea to choose a "Teacher of the Year" for North Carolina. The person so chosen might be recognized both locally and Statewide at the annual meeting of the North Carolina Education Association.



# Table Shows Net Grant to Units From School Plant Improvement Fund

Grants to local administrative units from the \$50,000,000 School Plant Construction, Improvement and Repair Fund provided by the General Assembly of 1949 are shown below.

Under the law each of the 100 counties was granted \$250,000 from a \$25 million appropriation and the other \$25 million, provided by bond issue, will be distributed on a per pupil average daily membership basis. The law also provides that one-fourth of one per cent may be deducted from the total for the cost of plans and surveys. The remaining \$15,000 deducted from the total is reserved for estimated expense of bond sale.

## Grants from School Plant Funds

<i>Administrative Unit</i>	<i>Amount</i>
Alamance	\$ 652,552.99
Rural	411,672.79
Burlington	240,880.20
Alexander	352,851.14
Alleghany	300,501.88
Anson	464,761.84
Rural	281,705.72
Morven	75,504.16
Wadesboro	107,551.96
Ashe	408,317.54
Avery	356,976.75
Beaufort	497,277.69
Rural	311,963.23
Washington	185,314.46
Bertie	450,643.12
Bladen	480,408.56
Brunswick	387,720.09
Buncombe	897,094.08
Rural	605,850.67
Asheville	291,243.41
Burke	519,280.87
Rural	339,308.09
Glen Alpine	60,618.15
Morganton	119,354.63
Cabarrus	640,390.11
Rural	299,699.48
Concord	151,951.84
*Kannapolis	188,738.79
Caldwell	543,239.89
Rural	431,383.05
Lenoir	111,856.84
Camden	280,026.67
Carteret	377,451.93
Caswell	406,361.69
Catawba	619,914.93
Rural	313,613.07
Hickory	210,541.04
Newton	95,700.82
Chatham	408,103.61
Cherokee	377,818.66
Rural	157,042.28

<i>Administrative Unit</i>	<i>Amount</i>
Andrews	106,073.33
Murphy	114,703.05
Chowau	329,656.10
Rural	114,319.16
Edenton	215,336.94
Clay	289,530.83
Cleveland	697,506.75
Rural	475,468.90
Kings Mountain	80,671.97
Shelby	141,365.88
Columbus	614,291.88
Rural	494,839.12
Whiteville	119,452.76
Craven	489,851.60
Rural	311,814.17
New Bern	178,037.43
Cumberland	668,077.48
Rural	464,548.22
Fayetteville	203,529.26
Currituck	287,850.03
Dare	282,318.67
Davidson	635,469.96
Rural	364,160.44
Lexington	150,140.67
Thomasville	121,168.85
Davie	341,910.66
Duplin	556,086.29
Durham	688,606.90
Rural	247,459.00
Durham	451,147.90
Edgecombe	579,300.70
Rural	343,952.98
Tarboro	117,244.59
*Rocky Mount	118,103.13
Forsyth	990,791.01
Rural	449,717.22
Winston-Salem	541,073.79
Franklin	475,427.27
Rural	394,250.47
Franklinton	81,176.80
Gaston	923,467.34
Rural	615,002.82
Cherryville	59,072.18
Gastonia	249,392.34
Gates	321,710.50
Graham	297,598.68
Granville	478,513.83
Rural	276,590.99
Oxford	201,922.84
Greene	392,823.60
Guilford	1,200,126.97
Rural	480,806.87
Greensboro	431,738.61
High Point	287,581.49
Halifax	643,232.20
Rural	453,476.73
Roanoke	125,272.61
Rapids	64,482.86
Weldon	589,843.88
Harnett	497,124.87
Haywood	346,583.10
Rural	

<i>Administrative Unit</i>	<i>Amount</i>
Canton	150,541.77
Henderson	419,685.85
Rural	322,991.56
Hendersonville	96,694.29
Hertford	394,810.01
Hoke	350,650.82
Hyde	299,126.67
Iredell	613,252.85
Rural	374,945.88
Mooreville	97,290.18
Statesville	141,016.79
Jackson	371,339.93
Johnston	718,684.83
Jones	335,401.38
Lee	391,295.61
Rural	275,693.20
Sanford	115,602.41
Lenoir	535,630.46
Rural	343,954.01
Kinston	191,676.45
Lincoln	416,415.92
Rural	292,085.37
Lincolnton	124,330.55
Macon	361,469.05
Madison	387,170.01
Martin	458,466.49
McDowell	420,847.13
Rural	234,162.30
Marion	186,684.83
Mecklenburg	1,168,222.33
Rural	502,187.50
Charlotte	666,034.83
Mitchell	353,401.22
Montgomery	371,614.98
Moore	469,743.12
Rural	376,458.83
Pinehurst	37,012.96
Southern Pines	55,371.33
Nash	643,660.03
Rural	503,872.66
*Rocky Mount	139,787.37
New Hanover	598,095.09
Northampton	460,177.84
Onslow	411,190.16
Orange	399,944.09
Rural	291,820.40
Chapel Hill	108,123.69
Pamlico	324,388.66
Pasquotank	381,394.17
Rural	137,637.48
Elizabeth City	435,756.69
Pender	394,046.01
Perquimans	315,017.86
Person	428,181.52
Pitt	685,221.64
Rural	541,758.35
Greenville	143,463.29
Polk	329,075.46
Rural	241,633.22
Tryon	87,442.24
Randolph	556,502.93
Rural	413,584.09
Asheboro	142,918.84
Richmond	513,535.58
Rural	257,896.56
Hamlet	128,265.17

<i>Administrative Unit</i>	<i>Amount</i>
Rockingham .....	127,373.85
Robeson .....	848,534.23
Rural .....	609,935.24
Fairmont .....	96,123.45
Lumberton .....	88,160.01
Red Springs .....	54,315.53
Rockingham .....	667,527.40
Rural .....	279,782.87
Leaksville .....	190,994.05
Madison .....	56,200.49
Reidsville .....	140,549.99
Rowan .....	705,116.19
Rural .....	486,673.39
Salisbury .....	157,354.43
*Kannapolis .....	61,088.37
Rutherford .....	567,596.21
Sampson .....	613,375.08
Rural .....	503,636.06
Clinton .....	109,739.02
Scotland .....	425,308.88
Rural .....	256,648.01
Laurinburg .....	168,660.87
Stanly .....	478,727.76
Rural .....	353,065.62
Albemarle .....	125,662.14
Stokes .....	396,460.24
Surry .....	579,209.01
Rural .....	392,615.01
Elkin .....	57,475.48
Mount Airy .....	129,118.52
Swain .....	314,101.06
Transylvania .....	342,705.22
Tyrrell .....	284,396.75
Union .....	545,684.69
Rural .....	469,876.47
Monroe .....	75,808.22
Vance .....	450,093.03
Rural .....	231,076.92
Henderson .....	219,016.11
Wake .....	909,868.14
Rural .....	576,029.46
Raleigh .....	353,858.68
Warren .....	447,709.36
Washington .....	341,360.58
Watauga .....	368,467.29
Wayne .....	667,282.92
Rural .....	401,687.38
Fremont .....	38,353.48
Goldboro .....	227,242.06
Wilkes .....	549,840.86
Rural .....	492,519.27
North Wilkesboro .....	57,321.59
Wilson .....	603,626.45
Rural .....	296,085.31
Elm City .....	81,545.77
Wilson .....	225,995.37
Yadkin .....	402,205.54
Yancey .....	369,781.37
North Carolina .....	\$49,860,000.00
100 Counties .....	38,183,143.26
72 Cities .....	11,676,856.74

\*Joint with other counties.

Approximately 3,000,000 adults and post-high-school youth are being served each year by public schools.

## Kannapolis School Studies Textile Industry; Good Example of Resource-Use Education

### Geographic School Bulletins Resume Publication

The National Geographic Society announces that it will resume publication of the Geographic School Bulletins this fall. The 1949-50 volume began with the October 3 issue.

The Society's School Service Division, which for 30 years has prepared the Bulletins and in other ways aided teachers in the teaching of geography and related subjects, looks back with pride on three decades of service to American education.

This year, as usual, each of the 30 weekly issues will contain five articles and seven illustrations or maps. Nearly 35,000 teachers used the Bulletins last year for accurate, up-to-date material on places, peoples, industries, commodities, national boundary and government changes, and scientific developments in the news.

The publication is one of the National Geographic Society's leading educational features. It is, in fact, a gift to education by the Society's 1,850,000 members. The twenty-five cents subscription fee merely covers the mailing and handling charges. Other costs are borne by the Society's educational fund.

Subscriptions may be sent to National Geographic Society, Washington 6, D. C.

### Poetry Association Requests Verse for Anthology

December 5 is the closing date for the submission of manuscripts for the 1949 edition of the Annual Anthology of High School Poetry, it is announced by the National High School Poetry association.

High school students are invited to submit verse for publication in the Anthology. There are no charges or fees. The work should be done under classroom supervision. Students may submit as many poems as they desire. Each effort, however, must be on a separate sheet and carry the following statement: "The verse entitled '.....', is my own personal effort. Signed....., High School attended....., Home address....."

Verse should be submitted to the National High School Poetry Association, 3210 Selby Avenue, Los Angeles 34, California.

What is perhaps one of the best examples of a school's use of resources at hand for instructional purposes is that of the Camor High School, Kannapolis.

A group of nine teachers serving as a committee from that school working with representatives of the Cannon Mills Company toured the mill, observing the work in the various departments—sheet, carding and spinning, bleaching, wrapping and packing, weaving, carding, and spinning. Following these tours the committee then prepared a syllabus for the use of all teachers in an Educational-Textile Workshop.

This syllabus serves as a guide for teachers in the instructional program. It includes suggestions for classroom projects, which are arranged according to subject matter—the social studies, home economics, language arts, mathematics, science, commercial department, trades and mill maintenance and art in industry. A list of suggested questions is provided for each subject. There are also suggested projects and study activities together with a bibliography for further research and study.

The committee which prepared the syllabus included the following teachers: Fred O. Drummond, Chairman; Daniel Boone, social science; Meredith Cash, art; R. L. Coffey, diversified occupations; Conrad Cowan, science; Jean McArves, commercial subjects; Maurine Perryman, language arts; Mrs. Straight Rinehart, home economics; and Anne Washburn, mathematics.

The Cannon Mill was represented by Mrs. Mildred Barnwell Andrews. A Steering Committee composed of Messrs. F. L. Wilson and Joe Ridenhour, representing the mill and Superintendent W. J. Bullock of the Kannapolis Schools had general supervision of the Workshop.

### Board Discontinues Salary Prepayment

No advance payment of teachers' salaries at Christmas will be authorized by the State Board of Education this year.

The Board passed a motion at its September 1 meeting discontinuing this practice which was begun several years ago to enable teachers to draw a full month's salary before Christmas, if 10 or more days of the month had been completed.

## Opening Day Can Be Interesting In Martin County Schools

It was "Hey, how are you?" day in Martin County when school officially "opened" this year. While the students enjoyed the last moments of their holiday, county teachers and administration personnel gathered at Williamston for a "plain old social gathering" on Monday night, September 5, and enjoyed a band concert by the Williamston High School Band and plenty of refreshments.

Tuesday morning found all the teachers back at the county seat for what was described by many as the "most painless opening day" every experienced. A program featured questions and answers on school problems, such as curricula, public relations, development of the whole child, and lunchroom technique. The questions were answered—and asked—by teachers, and there was not a boring moment. The meeting was under the direction of Superintendent James C. Manning and the program was prepared by him in cooperation with County Supervisor Lissie Pearce.

One feature of this year's school opening was the mailing of the Martin County School Review to all personnel. This is a 6-page, printed paper inaugurated in the county this year with a view towards presenting a picture of all educational activity in the schools. In addition, Miss Pearce will use the accounts of progress and the reports of experts on school problems which are presented in the Review as a guide for her activities during the coming year.

A second feature of this year's school opening was an exhibit of work done throughout the county last year. It was not known by the students or the teachers that the materials selected would be used in such a display. The results, therefore, reflecting pupil progress in understanding and participating in his community life, gave a more accurate picture than if materials had been prepared for exhibition purposes only. The material, arranged in four rooms of the Williamston Elementary building, was viewed by every teacher in the county in a series of "classes" held during the morning.

At a luncheon immediately following the "classes," State Department spokesmen J. E. Miller and A. B. Combs congratulated the county personnel and made brief summaries on what had been accomplished.

Superintendent Manning, noting the success of the new approach to getting the schools underway, announced that the same plan would be followed next year.

## Statistics for Schoolmen From the World Scene

School buses now carry 22 per cent of all public school pupils to and from school. In 1920, the percentage was 1.6 per cent.

Average life expectancy for the white population: Men, 65.2 years; Women, 70.6. Life expectancy for Negroes is lower, but steadily increasing: Men, 57.9; Women, 61.9.

Thirty-nine states now have state associations of school boards.

Some 88,810 hopeful students applied for admission to the 5,864 openings in the freshmen classes of the nation's medical schools during the last six months.

The average monthly earnings of school employees in state and local governments was \$226 in April, 1949, compared with \$169 for April, 1946.

Accidents in 1948 killed 10,731 children between the ages of 1 and 14 years—three times more deaths than were claimed by pneumonia and 42 times more than by polio.

The world's number one disease is malaria, afflicting more than 300,000,000 people each year.

## Personnel Department Announces Holidays

Holidays that will be observed by all State Departments have been announced by the State Personnel Department. They are as follows:

September 5—Labor Day.

November 11—Armistice Day.

November 24—Thanksgiving Day.

December 23-26—Christmas Day.

January 1—New Year's Day.

April 10—Easter Monday.

May 10—Confederate Memorial Day.

July 4—Independence Day.

In addition one day during State Fair Week has usually been declared a holiday in order that State employees might attend the Fair.

Holidays observed by schools do not conform to these in every instance. Offices in Raleigh are closed on the holidays specified.

## New Social Studies Units by Dr. Gavian Now Available

"School Savings in the Social Studies," a pamphlet written by Dr. Ruth Wood Gavian, well known educator and author, now is available to social studies teachers.

Published by the Education Section, U. S. Savings Bonds Division, Treasury Department, the pamphlet is free. Copies may be obtained from the Savings Bonds Office at Greensboro, N. C.

The pamphlet contains two teaching units suggesting ways in which School Savings can be adapted to the understandings needed to aid boys and girls to plan the economics of their own lives.

LEARNING HOW TO USE MONEY WISELY, Unit No. I, is for grades 4-7.

Unit No. II. PLANS FOR SPENDING AND SAVING, is for grades 7-12.

## Wildlife Federation Announces Poster Contest

The National Wildlife Federation of Washington, D. C., announces its Annual Conservation Poster Contest.

The purpose of the Contest is to develop a nationwide interest, particularly among young people, in the need for the restoration and conservation of our organic natural resources.

The Contest is open to all students anywhere in the United States from the seventh grade through the last year in high school. The judges will be announced at a later date.

The Contest will be divided into two groups. Group I will cover all contestants from the seventh, eighth and ninth grades. Group II will cover the high school grades through the senior year.

The first prize for Group I is \$100 and for Group II, \$250. The awards will be made in connection with National Wildlife Restoration Week celebrated the first week of spring. Other prizes ranging from \$100 to \$10 will be presented.

Posters may be submitted in oil, watercolor, black and white and other media, and are to be sent to the National Wildlife Federation, Washington 10, D. C., to be received not later than January 10, 1950.

A copy of the rules and other pertinent information may be secured by writing to the Servicing Division of the Federation at 20 Spruce Street, Boston, Massachusetts.



## Three R's Better Taught Today, Says National Secretary

"The Three R's are still the foundation of our school studies. Schools are teaching them better than they have ever been taught," said Willard E. Givens, executive secretary of the National Education Association, on releasing the fourth *Annual Report of the Profession to the Public*. "The current *Report*, entitled *Our School Studies*, begins with a chapter devoted to the subjects ordinarily referred to as the fundamentals, with emphasis upon reading.

"The amount of time spent in today's school on the three R's is more than four times as great as it was a hundred years ago," Secretary Givens states in his *Report*. "Year by year, opportunity to acquire skill and interest in reading has been advanced in our schools. Children read more books. They read more rapidly. They read with greater understanding. In the schools of our grandfathers, one basic reader was often the only reading text. It is not unusual in the better schools of today for a pupil to read 25 or 30 books during his first year."

Dr. Givens offers as evidence of the increasing interest and skill of the American people in reading that they bought an average of more than fifty-two million newspapers every day in 1948. He cites the fact that there are also 10 500 weekly newspapers and 5,468 magazines that circulate to millions of readers. In 1896, he says, books loaned to the public from libraries and lending societies totaled 35,000,000. Fifty years later readers borrowed 356,000,000 books from public libraries. "Readership is extended still more by hundreds of school and college libraries, by the bookstores found literally everywhere, and by the book clubs which fill home shelves to overflowing," he points out.

In arithmetic, also, tests discover the "mistake habits" of students in operations with numbers. Special exercises are prescribed to correct these faults.

To those who complain that the modern school has "substituted something called 'the social studies' for history and civics," Dr. Givens answers that the social studies are not substitutes for any other studies. "The term is applied to a group of our school studies that deal with various aspects of human relationships. They include history, geography, government, sociology, economics, and various combinations of these subjects."

Far from being neglected, history is the backbone of the social studies, according to Dr. Givens' *Report*. "Ameri-

can history is especially emphasized. Its study begins in the first grade. It is a required subject in all public high schools."

"The first and most important objective of the social studies is effective citizenship in a democratic society," says the Secretary's *Report*, which shows how each of the social studies makes a contribution to this objective.

Important contributions of the schools to the longevity and good health of the American people are shown in the *Report*. Pointing out that the life span has nearly doubled in one generation, and that the death rate has declined from 17.2 persons per 1,000 of the population in 1900, to 10 per 1,000 in 1948, the *Report* calls attention to the periodic physical examinations of the school health program and many other contributions of the school to health ideals and practices. "The school begins in early years to lay the basis for good habits of sleep, eating and exercise. Students learn for what diseases there is immunization, and how and when to turn for the protection it offers. They acquire a knowledge of nutrition. In first-aid classes they learn to prevent infections and to give emergency care to the injured and drowning. Home nursing, care of infants, use of antidotes, prevention of accidents, and the responsibility of the community for public health and sanitation are only a few of the many such units in our school studies. These all contribute to healthier living and longer life."

Other school studies included in the *Annual Report of the Profession to the Public* are: Safety and conservation, science and mathematics, vocational education, international understanding, moral and spiritual values, music and the visual arts.

### Former Dept. Member Has Washington Position

S. Marion Justice, this State's first Supervisor of Occupational Information and Guidance, is now with the Bureau of Apprenticeship, Department of Labor. He is chief of the International Branch of this Bureau.

Mr. Justice came to the State Department of Public Instruction in 1939. He entered the armed services June 28, 1943, at the Naval Training School, Ft. Schuyler, New York. Later he was assigned to the United States Armed Forces Institute, Madison, Wisconsin,

### Nation's Schools Enroll 32,671,500

Federal Security Administrator Oscar R. Ewing recently announced estimated school and college enrollment figures for the 1949-50 school year as reported to him by Earl James McGrath, U. S. Commissioner of Education.

Public and private elementary schools, residential schools for exceptional children, teacher training institution practice schools, and Federal schools for Indians will enroll a total of 23,377,500 children.

The same types of schools at the secondary school level will enroll 6,533,000 boys and girls.

Universities, colleges, professional schools, including junior colleges and normal schools will register 2,400,000 young people.

Other types of schools, chiefly private commercial and nurse-training schools not affiliated with colleges and universities will enroll 361,000 additional.

The grand total enrollment in these schools and colleges, both public and private, according to Commissioner McGrath, will be 32,671,500.

### State Board of Health Adopts Resolution on Vision Programs

In a resolution adopted by the State Board of Education, May 19, 1949, schools are requested to use only qualified medical specialists approved by local boards of health in health service programs.

The resolution refers specifically to school vision programs. According to Dr. J. W. Roy Norton, Secretary of the Board and State Health Officer, "this resolution was adopted to help clarify certain problems that have arisen in local health departments in this State in connection with sight conservation work."

The resolution follows:

"Be it resolved that the State Board of Health of North Carolina recommends to all local health officers and school superintendents that school health services in all cases be rendered by adequately qualified medical personnel and that school vision testing and the fitting of glasses be performed by or under the supervision of qualified medical specialists as approved by the local board of health.

"It is further recommended that schools should participate in no health service program not approved by the local board of health.

as Navy Guidance Officer. He has been in Washington following the war.

# State's School Indebtedness Decreases from \$71 to \$40 Million

## Value of Property Increases

North Carolina's Indebtedness for school property shows a downward trend since 1928-29 when the total debt declined from \$71,564,179.50. Latest figures, those for 1946-47, show a debt of \$40,132,235.

These figures are shown in table I.

Table I

During this 17-year period the value of school property increased from \$107,856,892 to \$148,917,819. Total taxable property valuation, on the other hand, is about the same in 1946-47 as it was in 1928-29—approximately \$3 million—although the figures declined to a low of \$2,184,062,652 in 1935-36.

The relationship of debt to value of school property has improved during the 17-year period—the per cent

Tables II and III

Tables II and III show for 1946-47 information for county and city administrative units as is shown for the State as a whole in table I.

The total school indebtedness in the 100 county units was \$20,776,655. The total for the 71 city units was \$19,355,580. Largest county debt for schools was that of Buncombe, with a total of \$1,438,000. Five county units are school indebtedness. They were: Alleghany, Anson, Ashe, Cherokee and Tyrrell. Pasquotank's debt of \$1,200 was the least among these units.

Among city units, the largest debt was in Winston-Salem, which had a total debt of \$2,942,934. Four city units — Andrews, Morven, Murphy and North Wilkesboro—had no school debt in 1946-47. Lowest debt for the year was the \$580 owed by Franklin.

School Property Valuation

County units owned school property valued at a total of \$86,026,113, whereas school property in city units had a total value of \$22,291,706.

Total county indebtedness was \$20,776,655, and school property valuation in those units, with the exception of city school debt for schools was 31.1 per cent of the school property valuation in city units.

Valuation of property varies, as would be expected, among the several indebtedness. The relationship between indebtedness and school property valuation also varies—from a low .1 of one per cent in Halifax to 79.4 in Brunswick among county units and from .1 of one per cent in Franklin to 62.4 in Laurinburg among city units.

As will be noted a number of both county and city units had money in a sinking fund. This total was over a million dollars, \$549,329 in county units and \$631,742 in city units.

## I. LONG-TERM INDEBTEDNESS FOR SCHOOLS

Year	Total Long-Term Indebtedness	Value of School Property	Per Cent Indebted-School Property	Per Cent Indebted-Property Taxable	Per Cent Property Taxable
1928-29	\$71,564,179.50	\$107,856,892	66.4	2.4	3.6
1929-30	71,115,543.00	110,420,315	64.4	2.4	3.7
1930-31	70,993,260.12	111,133,316	63.1	2.4	3.9
1931-32	68,518,280.50	109,947,716	62.3	2.5	4.0
1932-33	65,216,280.50	109,947,716	62.3	2.5	4.0
1933-34	66,409,906.00	106,290,926	62.5	2.9	4.8
1934-35	66,414,222.00	106,290,926	62.5	3.0	4.8
1935-36	66,414,222.00	106,290,926	62.5	3.0	4.8
1936-37	66,414,222.00	106,290,926	62.5	3.0	4.8
1937-38	66,414,222.00	106,290,926	62.5	3.0	4.8
1938-39	66,414,222.00	106,290,926	62.5	3.0	4.8
1939-40	66,414,222.00	106,290,926	62.5	3.0	4.8
1940-41	66,414,222.00	106,290,926	62.5	3.0	4.8
1941-42	66,414,222.00	106,290,926	62.5	3.0	4.8
1942-43	66,414,222.00	106,290,926	62.5	3.0	4.8
1943-44	66,414,222.00	106,290,926	62.5	3.0	4.8
1944-45	66,414,222.00	106,290,926	62.5	3.0	4.8
1945-46	66,414,222.00	106,290,926	62.5	3.0	4.8
1946-47	40,132,235.00	148,917,819	27.0	1.3	5.0

## III. INDEBTEDNESS FOR SCHOOLS, 1946-47, CITY UNITS

City	Total	Value of Property	Per Cent Indebted-School Property	Per Cent Indebted-Property Taxable	Per Cent Property Taxable
Alamogordo	1,200	1,200	100	100	100
Andrews	0	0	0	0	0
Ashe	0	0	0	0	0
Bertie	0	0	0	0	0
Brunswick	0	0	0	0	0
Buncombe	1,438,000	2,942,934	48.8	2.7	5.6
Burke	209,520	754,037	27.8	2.7	5.6
Camden	22,200	166,450	13.3	3.7	5.6
Chatham	466,749	482,993	96.8	3.7	5.6
Cherokee	0	0	0	0	0
Clay	38,452	184,830	20.8	2.2	5.6
Cleveland	163,000	914,681	17.8	2.2	5.6

## II. INDEBTEDNESS FOR SCHOOLS, 1946-47, COUNTY UNITS

Unit	Total Indebtedness	Value of School Property	Per Cent Indebted-School Property	Per Cent Indebted-Property Taxable	Per Cent Property Taxable
Alamogordo	\$ 229,350	\$ 1,755,245	12.9	1.0	1.0
Alleghany	74,900	187,337	40.0	0.0	2.752
Anson	645,902	645,902	100.0	0.0	0.0
Ashe	37,565	570,700	6.6	0.0	0.0
Bertie	183,000	636,305	28.8	1.2	1.2
Brunswick	183,000	636,305	28.8	1.2	1.2
Buncombe	1,438,000	2,942,934	48.8	2.7	5.6
Burke	209,520	754,037	27.8	2.7	5.6
Camden	22,200	166,450	13.3	3.7	5.6
Chatham	466,749	482,993	96.8	3.7	5.6
Cherokee	0	0	0	0	0
Clay	38,452	184,830	20.8	2.2	5.6
Cleveland	163,000	914,681	17.8	2.2	5.6





## Principal Should Do Like "Cackling Hen"

J. T. Hatcher, Principal of Four Oaks School, Johnston County, has a "Letter to a Young Principal," in the September issue of *The School Executive*.

In this letter Hatcher offers "a little specific and practical advice" to the young school principal. Hatcher's advice concerns public relations.

Its "the old idea of the cackling hen", Hatcher says. "You must let your people know what the school is doing." In fact, Hatcher's letter has so many good ideas that with the permission of *School Executive*, it is being reprinted below:

DEAR HENRY:

"As one who is sincerely interested in a young schoolman. I want to congratulate you on your election to principal of Countryside School. I also want to take advantage of my friendship and experience to offer a little specific and practical advice. What I want to say to you here concerns public relations. You cannot start too early to plan your school's public relations program. Publicity, the old idea of the cackling hen, lets your people know what the school is doing. Your county superintendent can give you valuable aid. Keep in constant touch with him and also let your local committee know you are depending on them.

"The school's transportation set-up provides one of the very best chances for making good contacts. Spend a week inspecting and measuring bus routes and becoming acquainted with the drivers. Stop at filling stations. Introduce yourself, buy soft drinks, and discuss the weather and crop prospects. You'll get some good advice on routing the buses. When you move into your new home, spend sometime in the local stores. Here you will meet under natural and normal conditions the everyday average citizens who determine the community's public opinion.

"First impressions mean a lot, especially at teachers' meetings. Ask some local leader to come and extend a welcome to the teachers; then excuse him. Well planned meetings will move along smoothly, and be sure to create the atmosphere that you are behind your teachers 100 per cent. Remember that teachers, especially the local teachers, furnish you one of your best means of good public relations.

"The opening day of school receives all-out attention from pupils and an interesting program is in order (not too much speaking). When the pupils go home, they will have plenty to tell about what happened. Nor will they stop talking after the first day. In your student body you have, like it or not, your most constant and direct publicity outlet. I cannot offer much direction on this, but I do know that you must always be fair and impartial in all dealings with pupils.

"Another obvious means of good publicity for your school is the press. The weekly paper will be glad to publish school news. Plan to have an article in every issue, but make sure it's news, not propaganda or preaching. Items on new teachers, new bus drivers or routes, and human interest stories will keep readers on the lookout for the news. The school paper is a good outlet for these personal interest items so dear to pupils and parents—honor rolls, school awards, class officers, athletic games, social events, etc. In addition, it can be an educational project for the English department or senior class, and can be made self-supporting by selling advertising space to local business people.

"Community public meetings at the school build good will. Commencement Day should be considered the highlight each year and its program planned accordingly. The PTA can increase the efficiency of the school through parent-teachers cooperation. An annual 'Parents' Day' when pupils stay home and parents come to school will help you to secure confidence and respect from them. That is, if the program is interesting and building and grounds are clean and neat. A little tact and fair play with your janitor can make him take pride in his part of the school program.

"You enter this new work with two big objectives. First, you must do your very best to improve the school so that boys and girls there will have every possible educational advantage. Second, you want to hold that position. If a principal is a good man, a good leader, and gives his people a good school, he can count on holding his job. My hope is that you shall serve long and happily. I am looking forward to seeing Countryside School develop into one of the outstanding rural schools in that section of the state.

"Your old friend and teacher

"J. T. HATCHER, Principal, Four

"Oaks School, Johnston County, N. C."

Ed. Note—Principal Hatcher has been of Four Oaks for 25 years.

## 1948 D.A.V.I. Conference Proceedings Available

Proceedings of the 1948 D.A.V.I. Conferences are available at 25 cents a copy from the Department of Audio-Visual Instruction, National Education Association.

The report consists of an account of the 1948 meetings of the Department: (a) two national conferences, (b) two business meetings, and (c) one National Executive Committee meeting. Major part of the report is devoted to material presented by the conference participants.

## Mrs. Maley Resigns Succeeded by Mrs. Smith

Mrs. Anne W. Maley, State Supervisor of the School Lunch Program, resigned the first of the month to return to her native State of Texas. She has accepted a position with the School Lunch Division of the Texas Department of Education at Austin.

Mrs. Mary Lewis Smith, Assistant Supervisor, has been named Acting State Supervisor of the North Carolina's School Lunch Program. Mrs. Smith, a native of Pitt County, came with the Program on August 1, 1947.

Mrs. Smith graduated from Woman's College of the University of North Carolina in 1941, where she majored in Home Economics. She received the M.P.H. degree from the University, Chapel Hill, in 1945. Since graduation she has taught home economics in Cumberland County, and was a year with the State Board of Health, in 1943.

## Nutrition Division Sponsors Conferences

During August the State Board of Health's Division of Nutrition sponsored conferences with 88 teachers attending the health education resources workshops, held in Boone, Durham, Brasstown and Wilmington, while one for school lunch workers was held in Durham. The Nutrition Division also reports that conferences with other personnel with 186 in attendance were held. In addition, 62 conferences with individuals were held to discuss various phases of nutrition work.

The monthly report of the Director of the Division disclosed that the staff met in joint session with school lunch workers, in order to make a preliminary outline of procedures for demonstrating areas throughout the State, for a cooperative nutrition education program of instruction to accompany improved lunchroom practices.

The Nutrition Division also reported that preliminary plans for the Pender County Hospital, Marion General Hospital, Rutherford Hospital and Western North Carolina Sanatorium Food Service Departments have been reviewed with the Division of Sanitary Engineering. Recommendations on the final plans for the Chowan County Hospital Food Service Department have been submitted.

Other meetings also were attended by nutrition staff members, including conferences with representatives of the North Carolina Federation of Home Demonstration Clubs.

## Mayflower Compact To Be Observed

The Anniversary of the signing of the Mayflower Compact will be observed November 21, it is announced by Harry B. Sherman, Chairman of the Committee on Publicity of the General Society of Mayflower Descendants.

On or about this day, school principals or teachers of the social studies are requested to read this Compact to the students. A copy of the Compact and other materials may be obtained from Mr. Sherman.

Governor W. Kerr Scott has issued a proclamation requesting appropriate observance of this anniversary by the schools, churches, civic and patriotic organizations and by the public generally. "I urge all citizens to become better acquainted with this precious document which for 329 years has been an inspiration to freedom-loving people throughout the world," he said.

State Superintendent Clyde A. Erwin issued a statement in which he said: "I consider the observance of the Mayflower Compact by the schools as a worthwhile undertaking. In this atomic era, which the world is now in, I believe it is vital that today's youth, who are on the threshold of citizenship, know the origin of our American way of Life.

"The Mayflower Compact, written in the cabin of the Mayflower by the Pilgrim Fathers even before they landed in the American wilderness in 1620, is the first charter of a government of the people, by the people and for the people. In this charter was the birth of popular constitutional liberty, foreshadowing our Declaration of Independence and our American Constitution.

"This observance furnishes an opportunity for teachers and principals to present the basic ideals of freedom and liberty contained therein to our young people. I hope, therefore, that this Day will be appropriately observed in all the schools."

## U. N. Announces Publication of New Educational Book

The United Nations recently announced publication of a new educational booklet entitled "How People Work Together: The United Nations and the Specialized Agencies." The booklet was prepared by the United Nations Department of Public Information, in consultation with a UN-UNESCO seminar on teaching about the United Nations, which was held in New York during the Summer of 1948.

## B'nai B'rith Publishes New Guidance Tool

Something new in guidance literature—a series of "What to Read" bibliographies of occupational literature, has just been published by B'nai B'rith Vocational Service Bureau, 1424 16th St., N.W., Washington, D. C. The series is arranged as a kit of 1024 lists that provide up-to-date references to literature for about 500 of the occupations and industries that are believed to be of most interest to high school and college youth.

This kit is a unique tool for the counselor, teacher or librarian in that each counsellee or inquirer can be provided conveniently and economically with individual reading lists for the job fields that interest him. It is no longer necessary to copy a list of titles or to refer the counsellee to bibliographic volumes. The loose-leaf arrangement of the kit makes possible the periodic replenishment of these lists at a nominal cost.

There are from 4 to 12 reading lists for each field. The number for any occupation is based upon the relative interest of young people, nationally, in the different job areas. State Superintendents of Occupational Information and

Guidance were polled to obtain their estimate of the relative interest of high school youth in each of nearly 200 occupations.

The reading lists are arranged according to the job classification in the 1949 edition of the *Dictionary of Occupational Titles*, with additional sheets for certain industries, and other broad categories, such as jobs for women, or jobs in the armed services. Counselors and librarians will find these reading lists useful in checking the completeness of or in expanding their occupational information libraries.

The books and pamphlets are listed in these bibliographies in order of date of publication. After each title appears the name of the author, publisher, address, publication date, number of pages and price. Many titles also include data as to content. The final entry is the publisher's estimate of the lowest level (junior or senior high, or college) for which the publication is suitable.

The 10 x 14-inch kit is contained in a permanent box suitable for a book shelf. An index and instruction sheet comes with each kit. The kit is priced at \$3.00.

## Sanford Lunch Hour Serves as Example

The lunch hour at the three school lunchrooms of the Sanford city unit is considered a definite experience in learning by Superintendent M. A. McLeod.

Sufficient time, Superintendent McLeod states, is allotted for children to eat the attractive, substantial lunch served each day under the direction of the lunchroom manager, Mrs. Margaret Snipes. A happy atmosphere in which children can enjoy their meals and practice good citizenship with its attendant social behavior is also provided by the teachers and principals.

## Former N. C. Principal Urges Better Teacher Pay for Child's Welfare

In a recent address E. T. McSwain, formerly principal of a Greensboro school and now professor of education and dean of University College, Northwestern University, urged pay raises for teachers "not for the welfare of the teacher but for the welfare of the child."

Dean McSwain's reasoning: "The crucial shortage of competent teachers can be corrected only if the public recognizes that teaching is as important to the welfare of the people as the services rendered by other professions. Young men and women possessing academic and professional ability may elect to prepare for teaching only if parents, laymen and the faculties of colleges and universities work for improvement in the status of the teaching profession."

Dean McSwain also recommended a slowing up of the processes by which boys and girls are classified into ability groups; less emphasis on drill and memory; greater stress on children's inner response than on their ability to recall mere facts; provisions of curriculum subjects more nearly meeting life's needs and greater cooperation between parents and teachers.

## Do Your School Buildings Pass this Test?

*Curriculum Adequacy*—Do they provide the space and facilities for the educational program that your community needs for its children, youth, and adults?

*Safety and Well-Being*—Do they not only protect against danger but also provide a positive influence for improving the health and physical welfare of the pupils?

*Interfunctional Co-ordination*—Are they so planned that the activity in each part of a building may be co-ordinated harmoniously with related activities and may be carried on effectively without disturbing other activities?

*Efficiency and Utility*—Are they so planned that the handling of materials and the comings and goings of pupils,

school staff, and the public are accomplished with a minimum of interference and a maximum of ease and satisfaction to all concerned?

*Beauty*—Are they pleasing in appearance, with simplicity, usefulness, and balance as ideals, rather than ornamentation or symmetry?

*Adaptability*—Are they so planned that they can be enlarged or rearranged internally to meet new educational demands with a minimum of additional cost?

*Economy*—Are they so planned that in original outlay and in future operation the utmost in education utility can be secured for every dollar spent?

—*The Bulletin of the National Association of Secondary-School Principals.*

## .... ETHICS FOR TEACHERS ....

### A Condensed Statement of the Code of the National Education Association

The teacher should be courteous, just, and professional in all relationships.

Desirable ethical standards require cordial relations between teacher and pupil, home and school.

The conduct of the teacher should conform to the accepted patterns of behavior of the most wholesome members of the community.

The teacher should strive to improve educational practice thru study, travel, and experimentation.

Unfavorable criticism of associates should be avoided except when made to proper officials.

Testimonials regarding the teacher should be truthful and confidential.

Membership and active participation in local, state, and national professional associations are expected.

The teacher should avoid indorsement of all educational materials for personal gain.

Great care should be taken by the teacher to avoid interference between other teachers and pupils.

Fair salary schedules should be sought and when established carefully upheld by all professionals.

No teacher should knowingly underbid a rival for a position.

No teacher should accept compensation for helping another teacher to get a position or a promotion.

Honorable contracts when signed should be respected by both parties and dissolved only by mutual consent.

Official business should be transacted only thru properly designated officials.

The responsibility for reporting all matters harmful to the welfare of the schools rests upon each teacher.

Professional growth should be stimulated thru suitable recognition and promotion within the ranks.

Unethical practices should be reported to local, state, or national commissions on ethics.

The term "teacher" as used here includes all persons directly engaged in educational work.

## Board Passes Resolution Relative to Reid's Resignation

A resolution relative to the resignation of Paul A. Reid as Controller was passed by the State Board of Education at its September 1 meeting. The members of the Board also presented Mr. Reid with a silver pitcher as a token of their appreciation of his services.

The resolution follows:

"The State Board of Education has accepted with deepest regrets, the resignation of Mr. Paul A. Reid as Controller.

"Since February 1, 1944, Mr. Reid has served in this highly important capacity. His services have been distinguished throughout by singular ability and fidelity. He has been industrious in the dispatch of his official duties and rigorously honest in his handling of the Board's fiscal affairs. He has exhibited the highest ideals of faithful public service and deserves the warm commendation of the people of North Carolina.

"His resignation comes as a personal loss to the individual members of the Board. He has at all times enjoyed our fullest confidence and our own responsibilities have been rendered easier and more pleasant by the cooperation which he has practiced.

"The State Board of Education congratulates the Western North Carolina Teachers College on securing Mr. Reid as its President. He will carry with him into his new position our best wishes and our confidence that the College will achieve new usefulness under his competent, progressive leadership."

## Australian Federal Government Provides Financial Aid to States

The Federal Government of Australia spent about \$58,000,000 on education last year, Prime Minister Joseph B. Chifley revealed in a recent radio talk.

The Prime Minister pointed out that the primary responsibility of education in Australia remains with the six State Governments, but the Federal Government was anxious to assist as much as possible.

The Federal Government provided university training for ex-servicemen, and language classes, broadcasts and lessons for new settlers arriving in Australia. Australia had also contributed liberally to UNESCO, and the Federal Government had made \$290,000 available for scholarships in Asian countries close to Australia.



## Davis Becomes Chief Auditor—Walker Junior Administrative Assistant

A. C. Davis, Assistant to C. D. Douglas, who was recently appointed Controller for the State Board of Education, was named by Mr. Douglas to succeed himself as Chief Auditor.

The Board approved this appointment together with that of Carl H. Walker as junior administrative assistant on September 1.

Mr. Davis came with the Department of Public Instruction in 1936 as an accountant in the Division of Finance following his graduation from the University. When the work of that Division was transferred to the Controller's office, Mr. Davis became assistant to Mr. Douglas, the Chief Auditor or Director of the Division of Auditing and Accounting.

Mr. Walker was employed in the Textbook Division from 1943 to 1946. He resigned from that work to go into private business. He was principal in a number of schools in Duplin and Nash counties prior to his employment in the Textbook Division.

## Reid Expresses Appreciation for Cooperation of Superintendents

Last official act of Paul A. Reid as Controller of the State Board of Education was a letter of appreciation to county and city superintendents. This letter was dated September 6, 1949.

Mr. Reid wrote the superintendents as follows:

"Today being my last as Controller of the State Board of Education, I desire to express my appreciation to you for the splendid cooperation which I have received from you and your administrative unit during my five and a half years in this office.

"Your splendid cooperation has made my work easier; and if there has been some measure of success here, it has been made possible as a result of the helpful assistance which you have rendered and the splendid spirit of cooperation which you have manifested.

"Some of the strongest friendships which I expect to form on this earth have been formed among superintendents. I shall always be interested in you and your problems. I am not sure that I can be of much help; but if it is possible for me to be of assistance through the years to come, I assure you that it will be a real pleasure. We certainly expect to provide you with some well-trained teachers. I will appreciate receiving from you suggestions from time to time indicating how we can provide better-trained teachers.

## WARNING!

From a Gaston County Negro principal it is learned that "there is a man going around who is taking money from schools."

According to this principal, this man is about five feet tall, weighs about 100 pounds, white, around 65 years of age and has a foreign accent. His procedure is getting permission to solicit funds for a stage curtain, and then disappear with the funds.

In this connection the law reads that "No person, agent, representative or salesman shall solicit or attempt to sell or explain any article of property or proposition to any teacher or pupil of any public school on the school grounds or during the school day without having first secured the WRITTEN PERMISSION OR CONSENT (capitals ours) of the superintendent, principal or person actually in charge of the school and responsible for it."

"Of course I regret to leave my work with the State Board of Education. I regret to sever the most pleasant relations which I have had with you and other superintendents. I hope these pleasant relations will continue; but, necessarily, in a somewhat different capacity.

"As the superintendent of your administrative unit, you have a tremendous responsibility, as you well know. Leadership among superintendents is the strongest actual and potential force which exists today in providing better educational opportunities for the childhood of our great State.

"I am deeply grateful for the help which you have been to me, and I extend my sincere best wishes for the continued success of your good work.

"Sincerely yours,

"PAUL A. REID, Controller  
"State Board of Education."

## Board Approves Special Elections

Special elections for supplementary taxes with which to operate the schools on a level above that provided under State support were approved by the State Board of Education at its April 1st meeting for the following units: Albemarle 15 cents, Raleigh 32 cents in area covered by proposed extended district, and Whiteville 20 cents.

## John Dewey's Birthday To Be Celebrated

On October 20, 1949, American education will celebrate the 90th birthday of John Dewey, foremost philosopher in the history of America, its greatest educational thinker, and—many so judge—our most distinguished citizen.

According to Dr. William H. Kirkpatrick, Professor Emeritus, Teachers College, Dewey's influence on education is unequalled both in extent and in depth. "Each public school child in our country lives a happier and a better life because of Dewey; and the same holds for most pupils of the non-public schools. And not simply in this country; in most other countries of the world is his influence felt.

"Pestalozzi had prepared the ground. Froebel and Herbart had helped. Horace Mann, Henry Barnard, William T. Harris, Stanley Hall, Francis W. Parker, and others had carried America further along the Pestalozzi road. But one thing was lacking. Not one of these men, nor all combined, had given an adequate theory for a thoroughgoing democratic science-respecting education. This Professor Dewey has done. Not that this statement is final. Exactly no. The essence of his theory is that education must continue to grow, grow in the individual and grow as a part of the culture.

"What shall we name as the outstanding features of Dewey's contribution?

"That all institutions, all social and individual enterprises, must be finally judged by their educative effort on all involved. We must then ask of every political institution, every economic arrangement, every philosophy, each social custom, each personal habit and attitude, every school effort. Does this so develop all affected that they thereby become better prepared to face life's varied possibilities open-mindedly, responsibly, and effectively? This is the strategic test of all social arrangements."

Special tax elections were also approved by the State Board of Education at its May meeting for the following schools: Moore County, 20 cents; Bessemer in Guilford County, 20 cents; Bear Grass and Oak City in Martin County, 20 and 15 cents respectively; Grifton, Stokes and Winterville in Pitt County, 15, 10 and 5 cents respectively.

Supplementary taxes are now levied in five county units, 58 city units and 29 districts in county units. Taxes levied range from nine cents in Forsyth to 50 cents in Roanoke Rapids.

## "School Boards Find Strength in Association"

Why should a local school board be a member of its state association of school boards? Why should a state association affiliate with the National School Board Association?

These questions were recently posed by Edward M. Tuttle, Executive Secretary, National School Boards Association.

"These are frank questions," Mr. Tuttle states, "They call for equally frank answers."

"While our public schools are designed to be locally controlled and directed, this does not mean that each district should try to stand alone and unrelated to adjoining or surrounding districts. This responsibility for maintaining a system of public education is vested legally in the state governments, although traditionally the states have left to local boards a large measure of the actual direction of school affairs within the framework of the state regulations. We cherish this heritage of local control, and rightly so.

"But no school board can do its most effective work in isolation. It is true, of course, that conditions in no two school districts are exactly alike. Communities differ just as people do; each has distinctive characteristics. There are principles of human conduct and experience in living, however, which guide us as individuals, no matter how unique our own personalities may be. We grow most soundly as persons when we profit wisely from the experience of others with whom we come in contact. The wiser we are, the more we seek an understanding of how other men and women have faced life's realities and solved its problems.

"In just the same way there is a common ground of experience in school affairs that reveals underlying principles on which local adaptations may be based. That school board is wisest and most successful in its work which seeks to know and to understand how other boards have operated in meeting problems similar to those it faces. Here, then, is the basic reason for a state school boards association. It provides a clearing house and exchange center for many experiences of local boards which, widely cited and discussed, encourage every board to give its own schools and community improved service.

"So, too, the National School Boards Association provides a medium for an exchange of ideas among the states. There is much variation in the pattern of school administration from state to state. None is perfect, but each has outstanding features which have significance for others. The more rapidly each state is able to learn about, adapt, and adopt features that have proven their merit elsewhere, the faster will be our progress in education as a nation.

"Another function of both state and national school boards associations is very important. This is to give school boards their proper voice among the numerous state-wide and nation-wide organizations that take an interest in the public school. Some of these agencies are professional by nature; some are groups of laymen representing business, labor farming, women, veterans, and others. Two organizations in particular involve both the professionals and the laymen—the Parent-Teacher Association and the School Board. The former is a voluntary combination of members from both groups; the latter is an official body of laymen which interprets the desires of the community in establishing policies to be followed by the profession in the conduct of the schools.

"More and more conferences are being held, and councils or committees formed, which bring together representatives of many groups in the interest of public education. This is happening on local, state, and national levels. On the local level, the individual school board can meet the situation. But on state and national levels, there is no way that school boards can be represented unless they have effective state and national associations.

"At the present moment, thirty-nine of the forty-eight states have school boards associations in some state of development. Fewer than a dozen are strong and active. Two are inactive, and the majority are far weaker than they should be in membership, finance, and service. The National School Boards Association is just getting started and must build from the ground up. Both state and national associations will grow together through the interest and support of local boards everywhere, whose members understand that 'In Association There Is Strength'.

"Now, association does not mean union, and strength does not mean power. There are vast distinctions in these terms, and they are important in their relation to public education. School boards voluntarily associate with one another to strengthen their service; they do not unite to display their power. Power implies the external application of force or pressure. This is not at all what school boards are after. Strength implies internal effectiveness. This is the goal they seek.

"So let school boards now come together in states and national association in greater numbers, with larger resources, and with stronger convictions than ever heretofore. Thus they will take their place, as they should, at the very heart of every movement that looks toward vitalizing our public schools, that seeks to provide in public education the greatest constructive instrument for a successful democracy

## President Announces Plans For Annual School Board Meet

Plans are being made to hold the 1949 State meeting of the North Carolina School Board Association at Chapel Hill early in November, it is announced by Henry Scott, president.

Emphasis this year will be given to the problems of public school finance and school buildings, Mr. Scott stated. Further announcements will be made later.

President Scott also called attention to the fact that 1949-50 membership dues should be paid and requested that a delegation from each local unit come to Chapel Hill.

## Yearbook Provides Suggestions on School Buildings

The Twenty-seventh Yearbook of the American Association of School Administrators which is entitled *American School Buildings* contains some of the most helpful and constructive suggestions on school buildings to be found in current literature, according to Dean Guy B. Phillips of the University's School of Education, Chapel Hill.

"Several quotations from this Yearbook," Dean Phillips said, "should convince board members of the desirability of making copies available to school officials. According to one member of the Yearbook Commission:

"As a guide and work of reference, school board members, superintendents, principals, teachers, laymen, architects, and engineers who may participate in the formulation of policies and the preparation of educational and architectural specifications and plans will find this book of great service."

A few sentences quoted from the first chapter, entitled *The School Board's Responsibility for the Educational Plant*, will reveal the spirit of the Yearbook and suggest how valuable an addition it will be to a school board library.

"All school-building programs involve relatively large sums of public funds. Wise and economical use of money for buildings is a grave responsibility which rests squarely on the board of education. Almost every community faces both a shortage of schoolhousing and a shortage of school-building funds. Good business judgment is needed in the solution of this double problem."

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and the American economic, social, and civic way of life."

# THE ATTORNEY GENERAL RULES

## AUTHORITY OF TEACHER TO SEARCH PUPILS FOR STOLEN PROPERTY

*In reply to inquiry:* I have your letter of June 14 and note that you represent the.....Board of Education and that you have had the following inquiry directed to you: "Does a teacher, in conducting her classroom at school, have the right to require the students in her classroom to submit to a search in order to discover property of another student which is missing in the classroom, and which is believed to be stolen?"

I do not find any formal opinion of this office on the subject although there may be one which I have been unable to locate.

It seems to me that a teacher would not be justified in requiring the students in her classroom to submit to a search in order to discover the property of another student which was believed to have been stolen. Before any student could be subjected to such a search, it would seem to me that it would be sufficient grounds to believe that the person searched was the one that was guilty of the wrong. A general search of all the students in her classroom would be, in my opinion, unauthorized and unjustified, unless there were some peculiar circumstances of which I am not advised, which would make this necessary and proper.—Attorney General, June 17, 1949.

## TEACHERS; DISMISSAL NOTICE MUST BE MAILED PRIOR TO CLOSE OF SCHOOL

*In reply to inquiry:* I acknowledge receipt of your letter of May 18 in which you call my attention to G. S. 115-359, which provides that teachers must be notified before the closing of the school year as to the discontinuance of their contracts. You inquire as to whether or not this notice has to actually be in the hands of the teacher before the closing of the school.

This office has heretofore expressed the opinion that teachers must be notified by registered letter of his or her rejection prior to the close of the school term and that the mailing of the letter before the end of the school term is sufficient, even though it is not received by the teacher until after the end of the term.—Attorney General, May 21, 1949.

## SCHOOL SUPPLEMENTAL LEVIES; EFFECT OF STATE APPROPRIATION INCREASE THEREON AS TO TEACHERS' SALARIES

*In reply to inquiry:* I received your letter of July 15th and note that your Board of Aldermen is considering the matter of a tax levy for supplements voted in a special election on January 15, 1947, in the Town of.....in an amount not exceeding 20 cents. Their attention is called to the increase in salaries provided by the last General Assembly in connection with which you state in your letter as follows:

"In view of the fact there is a supplement by the State of North Carolina, will the Town be required to make a levy for school year 1949-50 or should it, as a matter of law, take into consideration the supplement provided for by the State and reduce the levy in accordance to the amount appropriated by the State."

School supplements of this kind are authorized by a vote of the people. G.S. 115-361 provides that the school authorities, with the approval of the tax levying authorities, may supplement the funds from the State and county allotments available to an administrative unit but the tax, having been voted by the people, is ordinarily considered as having been directive to the tax levying authorities to levy the supplement provided thereby. The fact that the Legislature has increased the salaries of teachers has no legal bearing on this question. I am certain that the General Assembly never intended that the increase of salaries to teachers should not in fact increase their compensation to that extent. It was not intended as a means to reduce local taxes voted to supplement the funds provided by the State. It is, however, finally a matter for determination by your school authorities and tax levying authorities—July 21, 1949.

## Delaware University Awards Teacher Scholarships

Some 40 teacher-education scholarships worth \$400 each have been awarded at the University of Delaware.

Twenty-five of the scholarships were created by the General Assembly while 15 others were made by the Delaware School Auxiliary Association. They were awarded on a competitive basis following examinations.

## SCHOOL SUPPLEMENTS; LIMITATION ON AMOUNT WHICH CAN BE AUTHORIZED

*In reply to inquiry:* I have your letter of July 26 in which you state that the voters in.....School Administrative Unit approved a 15c supplement in 1933 and another 15c supplement in 1945 and as a result of these supplement elections a total supplement of 30c may now be levied. You state that the Trustees of the school this year are asking that a 35c supplement be levied and you are correct in saying this cannot be done without a vote of the electorate in the unit in any amount in excess of the 30c which has been voted. You raise the question as to whether under G. S. 115-361.1, Chapter 284 of the Session Laws of 1945, there is a 15c ceiling or limit on the tax levy which may be made by a school administrative unit generally or whether all of this section only applied to school administrative units provided for the abolition of two city administrative units and combining them thereafter in one unit.

It is my opinion that the 15c tax limit provided by G. S. 115-361.1 (3) applies only to special school districts created as authorized in that section. It is my further opinion that supplement taxes voted by school administrative units as provided in G. S. 115-361 do not have this limitation.—Attorney General, July 28, 1949.

## AGE REQUIREMENT: G. S. 115-371

*In reply to inquiry:* I have received your letter of August 22, in which you state that the local school authorities are anxious to ascertain whether there is any latitude in the law, G. S. 115-371, regulating the admission of children to the public schools.

The statute, as you know, provides that a child must be six years of age on or before October 1 of the year in which it enrolls, and must enroll during the first month of the school year. I regret to say that it is my opinion that there is no discretion vested in the local school authorities to vary the terms of the statute, notwithstanding any qualifications or attainments of the child who seeks to be admitted. This is the interpretation which has been placed upon the statute since its enactment and which is applied generally throughout the State.—Attorney General, August 24, 1949.



## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, Oct., 1944)

In a letter sent to all county and city superintendents, W. F. Credle, Director of Schoolhouse Planning for the State Department of Public Instruction, quoted the law covering public works and cautioned them to "strictly adhere to our established policy of employing only architects, engineers and contractors currently and actively registered and licensed to practice their profession in North Carolina."

Ralph J. Andrews, Coordinator of the High School Victory Corps in the Division of Instructional Service, has accepted a commission as captain in the Medical Administrative Corps.

After a lapse of three years the annual conference of school superintendents, sponsored by the Department of Public Instruction, was resumed this summer with the meeting being held at Duke University, Durham, on July 11-13.

### 10 Years Ago

(N. C. Public School Bulletin, Oct., 1939)

Mr. H. Arnold Perry, Associate in the Division of Instructional Service, has been granted a leave of absence for a year of graduate study at Teachers College, Columbia University.

Mr. T. Carl Brown, who for the past eight years has had varied experience as teacher, coordinator of diversified occupations, Educational Adviser in the C.C.C., and selling in the retail and specialty fields, has been added to the Division of Vocational Education as Supervisor of Distributive Education.

A committee was appointed recently by the State Superintendent of Public Instruction to make a thorough study of the pupil accounting system, and draw up a tentative cumulative record form for State-wide use.

On July 1, 1939, the State Department of Public Instruction inaugurated a program of Occupational Information and Guidance. A State Supervisor, Mr. Marion Justice, was employed.

"I wish to urge every superintendent in North Carolina to see that his school board takes active membership in the State School Board Association."—Clyde A. Erwin.



### Revised Art Bulletin Comes from Press

Publication No. 238, *Art in the Public Schools*, has been revised and is now available for distribution, according to L. H. Jobe, Director of Publications for the State Department of Public Instruction.

The new publication has ten color plates, illustrating art work of pupils in both elementary and high schools. It also contains several examples of pupil's art in black and white. Copies are available at 50 cents each.

### Cash Prizes Will Be Awarded to Winners of Essay Contest

A \$1,000 cash prize will be awarded to a high school student in the United States for writing the best essay, not exceeding 1,000 words, on "Peace, With Honor, for America."

The annual national high school essay contest, sponsored by the Ladies Auxiliary to the Veterans of Foreign Wars of the United States and approved by the National Association of Secondary School Principals, offers a first prize of \$1,000 cash. Other prizes in this competition are \$500, \$250, \$100, ten honorable mention awards of \$10, and ten more \$5. The first four winners also will receive gold medals.

A folder containing complete information in reference to the rules and regulations of this contest may be obtained from the essay contest chairman of local units of the Ladies Auxiliary, or by writing to National Headquarters, Ladies Auxiliary, Veterans of Foreign Wars of the U. S., 406 West 34th Street, Kansas City 2, Mo.

## MAKING TODAY'S NEWS

Catawba County. Miss Reba Proctor of the State Department of Public Instruction met here this morning with the principals of Catawba County Schools.—Hickory Record, September 9.

Buncombe County. A survey unit of the State Department of Public Instruction began studying the Buncombe County school system yesterday with a view to recommending how \$605,850 in State-aid school construction funds can best be spent in the county.—Asheville Citizen, September 14.

Charlotte. Charlotte College will begin its first term as an independent institution Tuesday at 4 p.m., and four hours later will hold its first convocation.—Charlotte Observer, September 18.

Dare County. There were indications today that parents of school children at Hatteras were boycotting a newly-consolidated high school at Buxton.

High Point. Teachers load in High Point schools is distributed at the lowest rate in history on an average basis, and High Point is to be considered fortunate in that it is not faced with an immediate problem of too few teachers on too small a plant.—High Point Enterprise, September 24.

Chapel Hill. More and better teachers "must be trained to meet the increased enrollment and improved quality of education being demanded," Dean Guy B. Phillips of the University of North Carolina School of Education, said here today.—The Durham Sun, September 22.

Statesville. Dr. Clyde A. Erwin, State Superintendent of Public Instruction, will deliver the address at the luncheon of the National Convention of the Patriotic Order of Sons of America in Asheville at 1 p.m., Tuesday, Past National President Hugh C. Mitchell said yesterday.—Winston-Salem Journal, September 23.

Durham. Four inspection dates for the school year for the 31 safety patrol units in the city and county schools were announced today by Mrs. Gertrude White, Secretary of the Citizens Safety Committee, which has charge of the safety education in the schools.—Durham Sun, September 24.

# NORTH CAROLINA PUBLIC SCHOOL

# BULLETIN

Published Monthly by the State Department of Public Instruction

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RALEIGH, NORTH CAROLINA

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## LARGE VARIATION IS SHOWN IN SCHOOL BUILDING COSTS

A wide variation in the cost of new school buildings, ranging from a low of around \$200 to a high of over \$2,000 per pupil is shown in the finding of a survey appearing in *Engineering News-Record*, McGraw-Hill publication. But variation in costs is accompanied by a variation in facilities provided.

The article explains that no one would question a modern fireproof building costing more than the little red schoolhouse, or a school that included an assembly hall or a gymnasium costing more than one without them. Therefore, high per student cost can mean high community standards and long range investment rather than sheer extravagance.

Here are some examples cited:

1. New elementary schools now being put under contract show costs per student served ranging between the extreme of \$193 and \$1,995. The low cost school consists of temporary portable wood buildings which only have classrooms. The high cost school is concrete and steel, and has its own power house, an auditorium, library, cafeteria, laboratories and a visual education room.

2. For junior high schools, costs per student were between \$565 and \$2,044. The low cost school is frame and stucco. The high cost school is fireproof and has both an auditorium and a gymnasium in addition to a community room.

3. For high schools, costs per student were between \$249 and \$1,801. The high cost school provides in addition to classrooms, 15 special instruction rooms, an auditorium, a separate gym, a library, a cafeteria, a playroom, a swimming pool, and band choral rooms.

The ENR survey covered 29 elementary schools, six junior high schools, seven high schools and three colleges. These schools are in 18 states and the District of Columbia. A third of the elementary schools cost between \$700 and \$900 per student—a third of the high schools cost between \$900 and \$1,100 per pupil served.

## Resource-Use Education Sponsors State Film and Radio Series

A motion picture depicting resource-use education in North Carolina and a series of 13 radio programs are being sponsored by the Resource-Use Education Commission, it is announced by Richard L. Weaver, Program Director.

Cost of the project will be borne jointly by the State Departments of Education, Welfare, Health, Wildlife, Conservation and Development, Agriculture and Labor. The film will be made available for schools and for use of civic clubs.

The motion picture will be produced by the Southern Educational Film Production Service, Inc., of Athens, Georgia. The radio script will be prepared by the Communication Center of the University of North Carolina, Chapel Hill. It will be a color film from 800 to 1,000 feet in length, with synchronized music and narration sound tracks. The subject to be portrayed is the Wise Use of North Carolina's Resources.

Two of the 13 radio programs will be 15-minute talk scripts for the Resource-Use Education Commission. Eleven will be 15-minute documentary radio scripts. These will be distributed to North Carolina radio stations.

## No State-Wide Tests To Be Given This Year

No State-wide testing program will be conducted during 1949-50, it is announced by Dr. J. Henry Highsmith, Director, Division of Instructional Service, in a recent letter to county and city superintendents.

"This should not be interpreted as lack of interest on our part, nor does it mean that no tests should be given," Dr. Highsmith stated. "It simply means that the various city and county administrative units will make their own plans and give such tests as may be needed in their instructional programs."

Dr. Highsmith also suggested that test results be used in promoting a more scientific instructional program. "It is a waste of time and money," he said, "to give standardized tests if results are not used by the teachers."

## Guilford Superintendent Foresees Television As School Aid

Superintendent E. D. Idol of Guilford County foresees many possibilities in the use of television in the schools, according to a recent interview with a staff writer for the Greensboro News.

The presidential inauguration, on-the-spot, scientific demonstrations, Congress in action or inaction, Henry Wallace dodging fruit—all the major events of American life from the solemn to the ludicrous—these are possibilities for classroom visualization, the Guilford Superintendent believes.

"Think what television would do for a civics class," Superintendent Idol said. "We could take the children right into the political national conventions and show politics at work. This would be more interesting and perhaps more accurate than a book."

Television would not supplement the teacher and the textbook, according to Superintendent Idol. Rather, it would supplement the sight-and-sound educational program which already includes movies, the phonograph, and the radio, he said.

## FEATURES

	Page
Large Variation Is Shown in Building Costs .....	1
Superintendent Erwin Says .....	2
School Bus Accidents .....	3
Public Schools Spend 37.6 Per Cent of State Funds Expended for All Purposes .....	4
Wiley's Message .....	7

## Superintendent Erwin Says . . .

CONCURRENT with the school building program now getting underway, opportunity is afforded to restudy the school organization in many of the administrative units of the State. Personally, I am glad that this is so, for we still have far too many small schools, both elementary and secondary. Because there seems to be greater need for further consolidation of our rural high schools, I am devoting this statement to that topic. Unfortunately, the greatest resistance to adequate school reorganization is in those areas which need it most.

We have in this State 962 high schools, 800 of the number located in the rural areas. More than half of these rural high schools have fewer than six teachers, 124 have six teachers, 246 have from 7 to 11 teachers, and the remaining 22 have 12 or more.

These small schools do not meet the needs of our youth. The curriculum in each of these schools is not sufficiently varied, but is limited in the main to college preparatory courses. Consequently, their holding power is less than it is in the larger schools. Many boys and girls, for the lack of a challenging course of study, lose interest and make no definite plans for their life work.

In my opinion, the time is at hand for the people to re-examine their school organization in terms of child welfare rather than purely community pride. A teacher per grade elementary school can be sustained on this basis. A small high school, however, is hardly justified on any grounds, if we are to provide our boys and girls with an adequate education.

The hope of adequate secondary education in the rural areas lies in a comprehensive high school, where varied opportunities are offered, and where boys and girls who may not go to college can be trained in the field of their choice. I strongly urge, therefore, the consolidation of our high schools into larger units, and I hope that school administrators and others will point out the advantages of the larger school at every opportunity.

### NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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November, 1949

EDITOR  
L. H. JOBE  
Director, Division of Publications





# *Ye Editor Speaks . . .*

## **SCHOOL BUS ACCIDENTS**

**A** NUMBER of editors as well as "letters to the editor" have commented on the school bus situation in North Carolina following the accident in Nash County in which seven children lost their lives.

The following editorial from the Winston-Salem Journal stresses the factor of road conditions and points up the necessity of eliminating "death traps," since this was the primary cause of the Nash County accident:

### **DEATH TRAPS AND BUS ACCIDENTS**

"The horrible school bus tragedy in Nash County this week does not in our opinion, detract from the fine safety record which student bus drivers on the whole have established in this State.

"That record shows that since 1933, when the student bus driver plan on a State-wide basis went into effect, only 16 persons have been killed in traffic accidents in which the student drivers were at fault.

"When we consider that fact that the North Carolina public school system, which operates the largest school bus fleet in the Nation, has 5,820 buses carrying 363,000 children to and from school daily over routes covering many thousands of miles, this record appears all the more remarkable.

"Like so many of the other school bus tragedies, the accident in Nash County apparently was due to circumstances beyond the control of the young driver, Charles Bryant, who has been described by Carvin Strickland, surviving bus monitor, as a careful driver.

"The accident was caused by one of the many death-traps on the highways of this State—a narrow bridge—if we are to judge from reports on the tragedy. An ice truck stopped on the bridge when the school bus came around a curve and reached the 17-foot span.

"If the bridge had been as wide as the road, the wreck very probably would not have happened, since practically all our highways and secondary roads are wide enough to provide clearance in which one vehicle can pass another.

"The fact that bushes and trees had been allowed to grow up around the curve leading to a dangerously narrow bridge indicates that the bridge death trap was well 'baited' to catch and destroy human life.

"But all bridges across our highways throughout the State which are narrower than the highways and roads are essentially death traps. No motorist knows when his car, truck or bus may stop suddenly on one of these narrow bridges. No motorist knows when he may come suddenly upon a stalled vehicle on one of these bridges after he has lost his 'last clear chance' to avoid a collision.

"These 'death traps'—and that is their most appropriate name—must go. Especially is it of the essence that narrow bridges be eliminated on these highways and secondary roads over which school buses carrying large numbers of children to and from school daily are required to travel. Only recently a relatively minor bus accident which could have been tragic occurred in this county—at a narrow bridge.

"All bridges on our roads should be made as wide as the highways. True, it will cost the State more to make the bridges over large and small streams, etc., wider. But dollar values are of far less importance than the lives of human beings. Who would attempt to measure the value of the lives of those seven children killed in the Nash narrow-bridge tragedy in terms of dollars and cents?

"It is also vitally important that sight obstructions be removed on our streets and highways. It will require some time for the State to make the many narrow bridges on our highway system the proper width. But the task of removing sight obstructions at cross roads, street intersections and near the death-trap narrow bridges can be carried out in relatively short order. This being true, there is little reason or excuse for the existence of these obstructions. But the principal of one of the schools to which the Nash children were traveling when the tragedy occurred said he had been trying all year to get the highway people to cut down the trees and bushes near the lethal narrow bridge."  
—Editorial in Winston-Salem Journal, October 8, 1949.

## Conservation Materials to Be Distributed

Arrangements have been made to have some conservation materials relating to forests sent to the principals of schools in North Carolina, according to A. B. Combs, Division of Instructional Service.

This material will be prepared and distributed by the International Paper Company, Mobile, Ala.

The bulletin for students is entitled, "How Money Grows on Trees." Accompanying the material will be a Teacher's Guide and an Educational Outline for the use of teachers. This material is expected to be used in grades six, seven and eight and with students enrolled in classes in Agriculture.

## Board Urges Units to Take State Insurance

County and city boards of education were urged to consider participation in the State's plan for insuring school properties by the State Board of Education in a letter from its secretary, State Superintendent Clyde A. Erwin.

In its first four months of operation the Division of Insurance of the State Board of Education has insured the properties, within full or in part, of 46 county and city units. Other units have accepted the plan and will take policies with the State as their present policies expire.

According to J. G. McCracken, Director of the Insurance Division, rates under the State plan are 32 per cent below the annual published rates in effect prior to May 31, 1948, and 45.6 per cent below present annual rates. State rates on AAA buildings are 20 per cent below the average annual rate under the five year plan with insurance companies.

County and city units that have insured with the State are as follows: *Counties*—Bertie, Brunswick, Buncombe, Burke, Camden, Cherokee, Davie, Duplin, Franklin, Graham, Harnett, Haywood, Hoke, Hyde, Jackson, Johnston, Jones, Lenoir, Macon, Madison, Mitchell, Montgomery, New Hanover, Northampton, Onslow, Orange, Polk, Swain, Transylvania, Tyrrell, Union, Wake, Washington, Yaddkin and Yancey. *Cities*—Canton, Chapel Hill, Leaksville, Lincolnton, Madison, Monroe, Mooresville, Morven, Mount Airy, Murphy and Whiteville.

Other states having plans for insuring school properties are South Carolina, Alabama, North Dakota and Wisconsin.

## PUBLIC SCHOOLS SPEND 37.6 PER CENT OF STATE FUNDS EXPENDED FOR ALL PURPOSES

### Highways 43.5 Per Cent; Institutions, Departments, Etc., 18.3 Per Cent; Agriculture, .6 Per Cent

The public schools spent 37.6 per cent of State funds expended during 1948-49, according to an analysis of statements on the condition of the three State funds—Agriculture, Highway and General—issued by the Budget Bureau.

Expenditures from the General Fund were 55.9 per cent of the total; highway expenditures represented 43.5 per cent of the total; and agriculture .6 of one per cent. Educational, charitable and correctional institutions, departments, courts, State aid, etc., took 18.3 per cent of the 55.9 per cent from the General Fund after deducting 37.6 per cent for the public schools.

Total expenditure from all sources, the Budget Bureau statements show, amounted to \$195,717,370—\$114,241 from the Agricultural Fund, \$85,201,540 from the Highway Fund, and \$109,401,589 from the General Fund. The total expenditure for public schools amounting to \$73,672,077 came from the General Fund.

An analysis of the General Fund alone shows that the public schools received 67.3 per cent of the total expenditure from this fund. This is slightly less than the proportion received the year before when the public schools took 68.1 per cent of all expenditures from this fund.

The accompanying tables show (I) a summary of three State funds at to availability, expenditures and balances for the past three fiscal years; (II) the condition of the General Fund—availability, expenditures and balance—by objects for these three years.

It will be observed that the largest part of the income of the General Fund is realized from income, sales and franchise taxes. All of these sources of income, as well as license taxes and insurance, show increasing trends.

The total income for the year 1948-49, it is noted, was \$140,843,645. This amount plus the balance carried forward made a grand total availability of \$221,015,220. A balance of \$13,937,735 remained in this fund on June 30, 1949.

#### I. AVAILABILITY OF AND EXPENDITURES FROM ALL STATE FUNDS

	1946-47	1947-48	1948-49
<b>A. AGRICULTURE FUND:</b>			
Credit Balance, July 1 .....	\$ 902,781	\$ 940,175	\$ 805,639
Total Revenues .....	910,908	892,881	969,956
Availability .....	1,813,689	1,833,056	1,775,595
Expenditures .....	873,514	1,027,417	1,114,241
Balance, June 30 .....	940,175	805,639	661,354
<b>B. HIGHWAY FUND:</b>			
Credit Balance, July 1 .....	\$ 50,821,491	\$ 40,917,562	\$ 38,832,467
Motor Vehicle Revenue .....	53,359,969	57,481,379	62,804,087
Other Revenue .....	5,395	18,695	12,632
Federal Aid .....	11,376,902	11,020,720	527,265
Availability .....	115,569,657	109,438,556	102,176,451
Expenditures .....	74,646,095	70,605,889	85,201,540
Balance, June 30 .....	40,917,562	38,832,467	16,974,911
<b>C. GENERAL FUND:</b>			
Credit Balance, July 1* .....	\$ 50,149,170	\$ 42,543,718	\$ 80,171,555
*Includes Post War			
Reserve Fund .....	(20,537,701)	(30,076,056)	(30,418,417)
Revenue .....	119,996,404	129,568,152	140,843,645
Availability .....	170,145,574	172,111,870	221,015,200
Expenditures .....	77,125,832	92,018,238	109,401,589
Balance, June 30 .....	93,019,742	80,093,632	111,613,611
Less Permanent Imp. Fund	50,932,256		97,827,734
Unencumbered Balance .....	42,087,486	80,093,632	13,785,877
Less Postwar Reserve Fund	30,076,056	30,418,417**	151,853
Net Balance, June 30 .....	12,011,430	49,675,215	13,937,735

	1946-47	1947-48	1948-49
<b>GRAND TOTALS:</b>			
Availability .....	\$287,522,920	\$283,383,282	\$324,967,246
Expenditures .....	152,645,441	163,651,544	195,717,370
Balance† .....	83,945,223	119,731,738	129,249,876

## II. AVAILABILITY OF AND EXPENDITURES FROM THE GENERAL FUND BY OBJECTS

	1946-47	1947-48	1948-49
<b>A. AVAILABILITY:</b>			
Total Credit Balance, July 1* \$	50,149,170	42,543,718	80,171,555
<b>REVENUES:</b>			
Inheritance Taxes .....	2,016,972	1,719,878	2,088,277
Licenses .....	3,460,048	3,044,444	4,314,575
Franchise Taxes .....	9,004,680	10,053,970	11,526,159
Income Taxes .....	54,491,054	59,583,846	65,524,030
Sales Taxes .....	35,481,753	39,333,608	40,649,401
Beverage Taxes .....	7,900,638	6,471,703	6,862,276
Gift Taxes .....	123,179	143,904	374,728
Intangible Taxes .....	920,215	591,572	616,842
Freight Cars .....	44,702	37,408	39,008
Insurance .....	3,471,024	4,320,410	4,861,651
Miscellaneous .....	4,742	4,955	6,201
Nontax Revenue .....	2,987,397	3,362,454	3,980,407
<b>TOTAL REVENUE</b> .....	<b>\$119,996,404</b>	<b>\$129,568,152</b>	<b>\$140,843,645</b>
<b>TOTAL AVAILABILITY*</b> .....	<b>\$170,145,574</b>	<b>\$172,111,870</b>	<b>\$221,015,200</b>
<b>B. EXPENDITURES:</b>			
<b>OTHER THAN SCHOOLS:</b>			
General Assembly .....	\$ 242,836	\$ 34,195	\$ 304,316
Judicial .....	481,428	499,440	606,259
Executive & Administrative .....	4,456,967	5,893,906	7,046,281
Educational Institutions .....	5,789,046	6,846,680	9,174,488
Charitable and Cor- rectional Institutions .....	5,571,745	7,485,872	8,628,489
State Aid and Obligations .....	5,501,235	8,325,628	9,768,869
Pensions .....	203,793	277,415	256,810
<b>TOTAL</b> .....	<b>\$ 22,337,050</b>	<b>\$ 29,363,136</b>	<b>\$ 35,785,512</b>
<b>Less Credit</b> .....			<b>56,000</b>
<b>NET EXPENDITURES OTHER THAN SCHOOLS</b> .....	<b>\$ 22,337,050</b>	<b>\$ 29,363,136</b>	<b>\$ 35,729,512</b>
Public Schools .....	54,788,382	62,655,102	73,672,077
Debt Service .....	400		— 151,858
<b>TOTAL EXPENDITURES</b> .....	<b>\$ 77,125,832</b>	<b>\$ 92,018,238</b>	<b>\$109,249,731</b>
Permanent Improvements .....	50,932,256		72,827,734
<b>TOTAL</b> .....	<b>\$128,058,088</b>	<b>\$ 92,018,238</b>	<b>\$182,077,465</b>
<b>C. BALANCE ON HAND JUNE 30.</b>	<b>\$ 42,087,486</b>	<b>\$ 80,093,632</b>	<b>\$ 38,937,735</b>
Including Postwar Res. Fund and Aid for School Plants in 1948-49 .....	30,076,056	30,418,417	25,000,000
<b>NET CREDIT BALANCE</b> .....	<b>\$ 12,011,430</b>	<b>\$ 49,675,215</b>	<b>\$ 13,937,735</b>

\*Including Postwar Reserve Fund.

\*\*Debt Service Credit.

†Includes Postwar Reserve Fund and Permanent Improvement Funds and Aid for School Plants in 1948-49.

## National Teacher Examinations To Be Held February 18, 1950

The National Teacher Examinations, prepared and administered annually by Educational Testing Service, under sponsorship of the American Council on Education, will be given at testing centers throughout the United States on Saturday, February 18, 1950.

At the one-day testing session a candidate may take the Common Examinations, which include tests in General Culture, Mental Abilities and Basic Skills, and Professional Information; and one of eleven Optional Examinations, designed to demonstrate mastery of subject matter to be taught. The college which a candidate is attending or the school system in which he is seeking employment will advise him whether he must offer the National Teacher Examinations and which of the tests he should take.

Application forms, and a Bulletin of Information describing registration procedure and containing sample test questions, may be obtained from college officials, school superintendents, or directly from Educational Testing Service, P. O. Box 592, Princeton, New Jersey. A complete application, accompanied by the proper examination fee, should reach the ETS office not later than January 20, 1950.

## State Operated Four Schools for Polio Victims

Four school centers for 182 school age children who were confined to hospitals on account of poliomyelitis were operated during 1948-49.

These school centers were established in Asheville, Charlotte, Greensboro and Monroe. Eleven teachers were allotted by the State Board of Education to these schools.

According to Felix S. Barker, Director of Special Education for the State Department of Public Instruction, who recently made a study of "the educational program for children in polio hospitals," these programs have been worth-while. "In many instances," Mr. Barker states, "these schools have not only enabled the child to keep up with his class work to the extent that he was not retarded when discharged from treatment, but his recovery was accelerated by the therapeutic effort of the school program."



## What Do Parents Expect From Schools?

Mrs. Edwin C. Hall wrote a letter to the editor of the *Ledger-Advance*, Windsor, in which she expressed a "wish" as to what the public school should "build" in her sons. Are these goals beyond the duty of the schools, or would you say that Mrs. Hall is correct in her statement of the schools' mission?

Mrs. Hall says: "I wish the public schools to build these things in my sons:

"1. Straight thinking: They must face facts as they are, must not wrap nor contour them to their own advantage.

"2. Open their eyes to beauty. Lead them to see a well turned thought, a beautiful painting, to feel exquisite harmonies, and encourage them to prize spiritual values.

"3. They must respect the abilities and consider the rights of others. Teach them there are no superiorities, save of merit, service and achievement.

"4. I want my sons to be informed. Teach them to find out things for themselves, and show them where information may be found.

"5. Guide them to discover the task which will make them happiest. When they have found the thing they would like to do most, set them in the way of learning to do it well.

"To the public school I send these boys of mine to guide while they are young and fresh. Let it start them on the way of thinking, feeling, learning and doing and I shall feel that it has accomplished its mission of helping my sons live to the fullest, the life which nature through me has given them."

## University Announces Fourth Peace Study and Speaking Program

"Building World Peace in the Atomic Age: What are the Responsibilities of the United States in the United Nations and in the Atlantic Pact? is the topic of the Fourth Annual High School World Peace Study and Speaking Program as announced recently by E. R. Rankin, Director of the Program for the Extension Division of the University of North Carolina.

According to a Foreword in the Bulletin announcing this year's Program, Director Rankin states the purpose of the Program to be that of "encouraging high school students and others to study and discuss ways and means of building and maintaining just and lasting peace throughout the world."

The Program has been endorsed by various organizations, including the North Carolina Bar Association, the North Carolina Federation of Women's Clubs, the North Carolina Congress of Parents and Teachers, and the North Carolina Junior Chamber of Commerce; by public officials, including Governor W. Kerr Scott and Dr. Clyde A. Erwin, State Superintendent of Public Instruction; and by the General Assembly of 1947.

During the three years that the Program has been conducted the following members of schools have participated: In 1946-47—203; 1947-48—189; 1948-49—182. Approximately 1,000 high school students delivered speeches in local public contests each of these years and audiences totaling more than 100,000 heard the discussions.

## United Nations Study Kit

To meet the increasing demand for a selection of United Nations publications which will provide study material giving a general and well-rounded background to the United Nations and at the same time be available at a nominal price, the U. N. Department of Public Information has issued a Study Kit on the United Nations.

This "United Nations Study Kit No. 1," contains a careful selection of current United Nations booklets, bulletins and pamphlets which present a clear and interesting account of how the United Nations and its related agencies came into being, how they work and what they are doing. The Kit material provides not only the basic, essential information necessary to beginning students of the United Nations, but also more detailed and comprehensive material of interest to teachers, discussion group leaders and advanced students.

Included in the "Study Kit No. 1" are such basic papers as the "Charter of the United Nations and Statute of the International Court of Justice," "Basic Facts about the United Nations," and leaflets on the United Nations and the Specialized Agencies in the "What it is . . . What it Does . . . How it Works" series. More detailed documents are also included as well as a guide to the use of the material in the Study Kit.

The Kit is packaged in convenient form suitable for carrying to lectures or meetings or for use in the home or public library. It sells at \$1.00 and is obtainable from the Columbia University Press, 2960 Broadway, New York City.

## State Has 41 Coordinators of Diversified Occupations

North Carolina schools have 41 teachers or coordinators of diversified occupations this year, according to George W. Coggin, State Supervisor of Trade and Industrial Education.

Diversified occupations are usually trade courses offered in the school with the use of the local industry as a laboratory where practical training is received. Students receive pay for this on-the-job training.

This type of training is being offered in 29 cities and towns of the State as follows: Albemarle, Asheville, Burlington, Bragtown, Charlotte, Concord, Durham, Elkin, Fayetteville, Graham, Greensboro, Hendersonville, Hickory, High Point, Kannapolis, Kinston, Laurinburg, Mebane, Raleigh, Rocky Mount, Roxboro, Sanford, Spruce Pine, Statesville, Tarboro, Thomasville, Washington, Wilmington and Wilson.

Of the 41 schools represented, eight are for Negro students. They are: Second Ward High School, Charlotte; Hillside Park High School, Durham; Dudley High School, Greensboro; Adkin High School, Kinston; Washington High School, Raleigh; Williston Industrial High School, Wilmington; and Darden High School, Wilson.

Trades taught in these schools range alphabetically all the way from accounting to window display, involving more than 75 occupations.

## ACEI to Hold 1950 Conference in Asheville

The Fifty-ninth Annual Study Conference of the Association for Childhood Education International will be held in Asheville on April 9-14, 1950.

Delegates are expected from each of the 48 states and 31 foreign countries. In addition local branches and State associations are urged to encourage other members and friends of children to attend the meeting. Branches are also urged to select their delegates early in order that there will be ample time for choice of study class, studies or discussion groups.

A total of around 3,000 members of other state ACE organizations are expected to attend the Asheville meeting. Forms for registration and hotel reservations will be provided by the National ACEI headquarters at 1200 15th Street, N.W., Washington, D. C., after January 1, 1950.

## Lunch Program Issues Guide

A School Lunch Guide has been issued by the School Lunch Program.

This 36-page duplicated booklet sets forth briefly the policies, rules and regulations governing the operation of the School Lunch Program under the National Lunch Act. Sections are devoted to general eligibility requirements, facilities, personnel, food, finance, State laws relating to school lunch, area maps, and instructions for preparing the claim for reimbursement and its supporting record forms.

Copies of the booklet have been mailed to all superintendents for distribution to principals and others concerned with the operation of the Lunch Program.

## Temple University Announces 1950 Reading Clinic Institute

The Seventh Annual Reading Clinic Institute at Temple University has been announced for the week of January 30 to February 3, 1950.

The activities of the institute are differentiated to meet the needs of the following: elementary teachers and supervisors, junior and senior high school teachers and supervisors, college instructors, reading clinic directors, school psychologists and special class directors, speech educators, and vision specialists. Seminars, demonstrations, and evaluations will be made by well-known specialists in reading and related fields.

During the 1950 institute the following sequence of topics will be presented: (1) differentiated guidance in reading, (2) the language arts approach to reading, (3) vocabulary development: word analysis and semantic analysis, (4) directed reading activities, (5) development of versatility in skimming, rapid reading, and study-type reading, (6) development of assimilative and critical reading abilities, (7) materials of reading instruction, and (8) corrective and remedial procedures.

Activities include lectures, demonstrations, laboratory practices, evaluation of reading programs, seminars, staff meetings, and personal conferences.

Enrollment is limited by advance registration. For a copy of the program and other information regarding these institutes, write to Dr. Emmett Albert Betts, Director, The Reading Clinic, Temple University, Philadelphia 22, Pennsylvania.

### MONTHLY SALARY SCHEDULE FOR TEACHERS—STATE FUNDS—1949-1950

Type of Certificate	Experience in Years											
	0	1	2	3	4	5	6	7	8	9	10	11 12
Graduate.....	.....	.....	258	265	273	281	289	297	305	314	323	332 341
Class A.....	229	234	239	245	251	258	265	273	281	289	297	306
Class B.....	204	209	214	219	224	229	234					
Class C.....	165	170	175	180	185	190						
Elementary A.....	153	157	161	165	169							
Elementary B.....	141	146	151	156								
Non-Standard.....	120											

## WILEY'S MESSAGE

The accompanying article was found in Salisbury and sent to us by Superintendent J. H. Knox of that city. For its interest and timeliness we are reprinting it in this publication. As Superintendent Knox says "these sentiments of Mr. Wiley apply with equal force today, as you can see."

### TO THE TEACHERS AND PUPILS OF THE COMMON SCHOOLS OF NORTH CAROLINA

The State of North Carolina has made provision for the education of all the white children in her borders: at least this provision is sufficient to enable the diligent pupil to acquire a practical knowledge of the chief branches of a good English education.

This circumstance imposes a new and additional responsibility on both Teachers and Students.

TEACHERS of Free Schools are, in a certain sense, Officers of the State as well as the trusted agents of parents and guardians: they owe a duty to the neighborhood in which they teach, and a duty to that State whose dearest interests are committed to their care. It is expected, therefore, that they will keep in constant remembrance the dignity and importance of the position which they occupy; and that they will act worthy of the great trust with which they are invested. The State of North Carolina expects them to be diligent in their calling, taking great pains to give a proper moral, mental and physical training to her children; and she expects that these Teachers will, in the meantime, become themselves examples worthy of the imitation of those whom they undertake to instruct.

Teachers should also consult the health of their pupils—and while endeavoring to give them a proper mental and moral training, should remember that the happiness of their scholars will also materially depend on their physical growth and development. Active and cheerful exercise out of doors—temperate habits, pure water, clean school rooms, well ventilated in summer, and close and warm in winter, are all necessary requisites to the formation of sound and healthy constitutions.

Respect also for the Institutions and the character of our Country and State should be habitually inculcated; and while instilling sound morality, care should be taken not to offend the religious principles of parents and guardians.

PUPILS should remember that they also owe a double duty; a duty to their natural parents, and to that generous parent of all, the Good Old State of North Carolina, who has placed in every neighborhood means to educate all her children. Gratitude to her—pride in her honor, and love for their natural parents, should cause pupils to exert themselves to excel in learning; and they may rest assured that they will succeed in life, according to the use which they now make of opportunities at their disposal.

The State offers them an education which will enable them to succeed in business, and to follow a career which will lead them to usefulness and happiness; and to such as will make themselves worthy, the State also promises her highest offices of honor and profit. Let all the pupils remember this—let each one remember that he or she is the child of the State, and enjoying its bounty; and let all know that the State is watching their conduct with a parent's yearning interest, and in their success as intelligent and patriotic men, and virtuous and enlightened women, looks for a return for the millions of dollars which she has invested for their instruction.

C. H. WILEY,  
*Superintendent of Common Schools for the State.*

Teachers will see that a copy of this is posted in a conspicuous place in each schoolhouse in the State; and each Teacher is required to read it monthly, and explain it to all the pupils.

# County and City Units Increase Levy for Schools

## Average Tax Rates Greater for Current Expense and Capital Outlay, Smaller for Debt Service, In 1946-47

There is a trend toward higher tax rates for schools in both county and city units, according to a summary of average tax rates levied during recent years.

Total average rate among the 100 county units rose from 26.5 cents on the \$100.00 property valuation in 1933-34 to 46.2 cents in 1946-47. Prior to 1931-32 this average rate was 70 and above. During the years 1931-32 to State made a levy which is included in the average rates for those years.

Average rates for city units for schools from 1934-35 to 1946-47 ranged from 29 cents in 1934-35 to 17.4 cents in 1946-47. The average rate for county unit

capital outlay funds also rose to a new high in 1946-47, 15.3 cents. Among city units very little is levied for capital outlay purposes.

Rates for debt service, on the other hand, show a downward trend. Prior to 1933-34, this rate was between 13.7 and 15.4 cents—after 1933-34, from 21.1 to 22.9 cents was the usual rate. Since 1941-42 this rate has decreased each year, from 22.9 to 13.8 cents in 1946-47.

Among city units debt service rates have also decreased, from 17.8 cents in 1934-35 to 6.5 cents in 1946-47.

### RATES FOR OTHER PURPOSES

Average tax rates for purposes other than schools among county units have ranged from 66.9 cents on the \$100.00 tax valuation in 1932-33 to 90.3 cents in 1939-40. This rate, too, shows a downward trend at present, it being 79.4 cents in 1946-47.

Among the city units rates for other purposes ranged from \$1.168 in 1944-45 to \$1.257 in 1946-47.

### RELATIONSHIP

Average rates for purposes other than for schools were greater for each of the years indicated in Table I, except 1930-31, when the average tax

rate for schools was 70 cents as compared with a rate of 69 cents for other purposes. In 1933-34 the total levy for schools, 26.5 cents, was 24.1 per cent of the levy, \$1.099, for all purposes. This proportion of the total tax levy for schools rose from this low point to 36.8 per cent in 1946-47. Among city units the proportion of total rate levied was smaller than among county units, ranging from 13 per cent in 1943-45 to 15.7 per cent in 1934-35. Latest figures show the school rate to be 13.3 per cent of the total rate levied.

### TABLES II AND III

Tables II and III give the actual tax rates levied in 1946-47 in each county and city unit. These rates vary widely for the three school funds. They also vary in relationship to the levies made for other purposes. Among county units the rate for current expense ranged from no levy in Moore to 57 cents in Craven. Total levy varied from 10 cents in Pitt to \$1.10 in Camden.

Among city units no levy was made in a number of units, whereas rates actually levied ranged from four cents in Concord to 47 cents in Salisbury. Rates for purposes other than schools varied from one cent in Pinehurst to \$2.60 in Southern Pines.

### I. AVERAGE TAX RATES LEVIED FOR PUBLIC SCHOOLS

1. COUNTY UNITS

Year	Current Expense	Capital Outlay	Debt Service	Total	Other Than Schools	Total Rate Levied	Per Cent For Schools
1928-29	\$ .567	\$ .046	\$ .137	\$ .75	\$ .78	\$1.53	49.0
1929-30	.501	.045	.154	.70	.72	1.42	49.3
1930-31	.308	.039	.144	.49	.50	1.00	49.0
1931-32	..	..	..	..	..	1.088	37.5
1932-33	..	..	..	..	..	1.083	38.2
1933-34	..	..	..	..	..	1.093	38.1
1934-35	..	..	..	..	..	1.099	38.2
1935-36	..	..	..	..	..	1.147	37.8
1936-37	..	..	..	..	..	1.147	37.8
1937-38	..	..	..	..	..	1.171	37.7
1938-39	..	..	..	..	..	1.162	37.9
1939-40	..	..	..	..	..	1.262	29.3
1940-41	..	..	..	..	..	1.284	29.7
1941-42	..	..	..	..	..	1.283	30.6
1942-43	..	..	..	..	..	1.261	31.2
1943-44	..	..	..	..	..	1.261	31.2
1944-45	..	..	..	..	..	1.251	31.0
1945-46	..	..	..	..	..	1.251	31.0
1946-47	..	..	..	..	..	1.257	33.8

### 2. CITY UNITS

Year	Current Expense	Capital Outlay	Debt Service	Total	Other Than Schools	Total Rate Levied	Per Cent For Schools
1934-35	.038	.004	.178	.22	1.18	1.40	15.7
1935-36	.049	.006	.132	.187	1.216	1.403	16.3
1936-37	.049	.006	.132	.187	1.216	1.403	16.3
1937-38	.095	.004	.120	.219	1.205	1.424	15.4
1938-39	.102	.004	.102	.208	1.225	1.433	14.4
1939-40	.110	.004	.104	.218	1.223	1.437	15.0
1940-41	.113	.004	.098	.215	1.221	1.436	15.0
1941-42	.113	.004	.098	.215	1.221	1.436	15.0
1942-43	.128	.004	.083	.215	1.221	1.437	15.2
1943-44	.128	.004	.083	.215	1.221	1.437	15.2
1944-45	.104	.004	.070	.178	1.168	1.349	13.0
1945-46	.110	.004	.070	.184	1.192	1.428	13.2
1946-47	.000	.000	.000	.000	1.257	1.438	13.2

### II. COUNTY TAX RATES, 1946-47

Counties	Current Expense	Capital Outlay	Debt Service	Total	Other Than Schools	Total Rate	Per Cent For Schools
Alamance	..	..	..	..	..	..	51.5
Alexander	.178	.082	.218	.478	.68	1.30	36.7
Ashe	.40	.10	.06	.56	.82	1.52	36.8
Beaufort	.10	.27	.05	.42	.87	1.30	33.1
Bertie	.30	.06	.09	.45	1.78	2.23	22.3
Bladen	.12	.76	.07	.95	1.58	1.00	42.0
Camden	.135	.075	.11	.32	1.55	1.00	45.0
Carteret	.156	.20	.174	.53	1.60	2.00	29.6
Catawba	.60	.295	.085	.98	1.87	1.00	53.0
Chatham	.56	.34	.20	1.10	.46	1.00	34.0
Craven	.23	.31	.43	1.00	1.05	2.15	51.2
Cumming	.40	.37	.43	1.20	1.87	1.60	50.0
Durham	.40	.37	.43	1.20	1.87	1.60	50.0



[illegible]

## Board Approves Building Projects

Building projects amounting to a total cost of \$1,087,296.23 were approved by the State Board of Education at its October 6 meeting. Funds for these projects are a part of the \$25,000,000 appropriation by the General Assembly of 1949 for the construction, repair and improvement of school plant facilities.

The projects approved in October are in addition to the 12 projects estimated to cost \$1,510,640.20 approved at the Board's September meeting. October approvals make the total cost of projects approved \$2,597,936.43.

October projects were as follows:

Administrative Unit	Project	Description	Race	Amount
Alamance	Elon	Addition	N	\$ 15,000.00
	Haw River	Addition	W	10,000.00
Ashe	Healing Springs)	Sanitary		
		Facilities	W	6,000.00
	Jefferson )		W	7,100.00
	Nathan Creek )		W	5,000.00
Brunswick	Sharlotte	Well, etc.	W	6,500.00
Carteret	Atlantic	New Building	W	145,090.00
	King	New Building	N	90,000.00
Currituck	Union	New Building	N	21,859.00
	W. T. Griggs	New Building	W	42,876.22
Gates (subject filing proper forms and plans)	T. S. Cooper	New Building	N	112,000.00
Statesville	High School	New Building	W	10,365.00
Lee	Jonesboro Graded	Renovation	W	147,700.80
	New Hope	New Building	N	34,067.80
	Lee Training	Addition	N	47,731.99
Asheboro	High School	New Building	W	142,918.84
Wake	Apex Jr. High	New Building	N	83,733.30
	Shepard High	New Building	N	104,353.28
Goldsboro	Walnut Street	Addition	W	55,000.00
Total				\$1,087,296.23

## American Invents Simpol Nu Langwij

A University of Washington educator believes he has invented a new model language. It is an adaptation of English. Its chief characteristics are these:

1. Nou nu sheips of leters be introdusd sou that egzisting toiproiters and toipsets wil nid nou cheinj.

(No new shapes of letters be introduced so that existing typewriters and typesets will need no change.)

2. ol saunds kamouli disingwished in inglish have seporit leters.

(All sounds commonly distinguished in English have separate letters.)

3. Ich vwel hav o long and o short form which wil kip the number of nu letors tu bi memorized very smol and wil kip thei to o simpol patern.

(Each vowel have a long and a short form which will keep the number of new letters to be memorized very small and will keep them to a simple pattern.)

## Department Sponsors Conference for Negro Principals and Supervisors

The Division of Negro Education, State Department of Public Instruction, sponsored five State conferences for Negro principals and supervisors last month.

These conferences were held at Greenville, Fayetteville, Greensboro, Charlotte and Asheville. They were under the general direction of M. Ruth Lawrence and S. E. Duncan from the Division's staff. Subjects discussed at panels in which local principals and supervisors participated were the following: The Need for Supervisors in our Schools, The Supervisor's Role in Facilitating the Work of the Principals, The Principal's Role in Facilitating the Work of the Supervisor, Teacher-Supervisor Relationships, The Use of Lay People in the Supervisory Program, Available Funds for Health Services, Hammocks Beach Project, The School Lunch Program and Resource-Use Education.

## Court Upholds Southern Pact

A Maryland Supreme Court Justice has dismissed the mandamus proceedings in which a Baltimore Negro girl sought admission to the University of Maryland School of Nursing, thus upholding the new regional compact of of southern states.

Judge W. Conwell Smith ruled that the state afforded the girl equal educational opportunities when it offered her a nursing course at the Meharry Medical College School of Nursing in Nashville, Tennessee.

## 1950 White House Conference Will State Big Aims

The Mid-Century White House Conference on Children and Youth is scheduled to begin December 3, 1950.

This was the first decision of the National Committee appointed by President Truman to outline the program for the decennial meeting.

The Executive Committee also heard Oscar Ewing, its chairman, outline the broad objectives of the conference. They are:

1. To gather the existing experience and wisdom that now exist with respect to the problems of children, more particularly those which have been gained in the past ten years.

2. To determine ways to make this knowledge available to all who can use it—parents, professional workers, states, communities and local organizations dealing with children.

3. To recommend policies and projects for the next ten years to guide individuals and organizations concerned with children.

Said Mr. Ewing: "I claim rich firsthand experience as a father and a grandfather. I know the joys and the problems involved. I also know the impact of the total problem of this country in providing those environments in which all of our children can develop into healthy, happy citizens.

"We propose to deal in this conference with the whole child—his health, his education, the education of his parent, his social welfare. Mental health will be discussed at considerable length.

"This conference will be a national study program. But it will also be an action program in behalf of children for the next ten years."

The first White House Child Conference was called in 1909 by Theodore Roosevelt.

## NAM Provides Teaching Aids

More than 60 educational booklets, school posters, motion pictures and periodicals for free distribution to secondary schools now are available to educators for the 1949-50 school year, according to an announcement just received from the National Association of Manufacturers, New York City.

These printed and visual teaching materials currently are offered by the Association through its 1949-50 *Catalogue of Teaching Aids* which is being mailed to teachers and administrators of all secondary public, private and parochial schools. The *Catalogue*, now in its 16th year, lists materials on vocational guidance, social studies, economics, history, science and other subjects related to the secondary school curricula.

This year's edition offers a variety of newly-prepared materials which include a full-color picture narrative, "Fight For Freedom," and a recently-released motion picture, "The Price of Freedom," a story of a young newspaper reporter who awakens to the responsibilities of American citizenship.

Other major new offerings include a 40-page portrayal of economic history, "Pioneers of Progress" which is dramatically illustrated, and a popularly-written series of short articles, "Economics In Action." Also featured are eight colored posters designed exclusively for secondary school display. In most instances, the booklets are available in sufficient quantities for classroom distribution.

Copies of the *Catalogue*, as well as samples of any of the materials listed, may be obtained by writing to the National Association of Manufacturers, 14 W. 49th Street, New York, N. Y.

## North Carolina Pamphlet Revised

A revised and enlarged edition of *North Carolina Sketches and Places* has been prepared by Miss Mary Moore Allen, Goldsboro. The pamphlet includes brief articles covering the State motto, flower, bird, nickname, seal, flag, constitution and some highlights of North Carolina history.

According to A. B. Combs, of the State Department of Public Instruction, this pamphlet will be helpful to classes in the study of North Carolina.

## 20 Schools Have Coordinators of Distributive Education

Twenty high schools of the State employ coordinators of distributive education, according to T. Carl Brown, State Supervisor of Distributive Education, State Department of Public Instruction.

These schools are: Charlotte with five, Winston-Salem with three, New Hanover (Wilmington) with two, and the following with one each: Goldsboro, Shelby, Wadesboro, Burlington, Durham, Pleasant Garden, Greensboro, Greenville, Leaksville, New Bern, Laurinburg, Salisbury, Gastonia, Rocky Mount, Candler, Hickory and Asheville—a total of 27 coordinators.

Distributive education is largely concerned with retailing business—restaurant and hotel work, dairies, and department, apparel, food, furniture and drug stores. Students taking training with a view of entering these occupations also get work experience in their chosen field with a local business.

## Colleges Hold Annual Conference

The North Carolina College Conference held its annual meeting at Greensboro, November 9 and 10.

On Wednesday afternoon a panel discussion on the Responsibility of the College to the Student was presented. Appearing on this panel were: Deau Harold A. Bosley, School of Religion, Duke University; Dean of Students E. L. Cloyd, of State College; and President Clyde A. Miller, of Guilford College.

Addresses by Conference President, W. E. Bird, and Richard Lauterback, Lecturer and Author, featured the Wednesday evening session, whereas an address by Dr. John E. Ivey, Jr., Director of the Board of Control for Southern Regional Education, was heard on Thursday morning.

Officers elected for next year were the following: President, S. M. Holton; Vice-President, Ivy Hixson, James E. Hillman, of the State Department of Public Instruction, was reelected Secretary-Treasurer.

## Japanese Boy Wishes to Exchange Letters

192 Ebisuka-Cho  
Hamamatsu-City  
Shizuoka-ken, Japan  
September 18, 1949

Sir:

May I ask you to pass this letter on

to the principal of some high school in your town?

I wish to exchange letters with some young American boys and girls in your town in order to learn more about your country and also to promote friendship between your country and mine.

MY DEAR UNSEEN FRIEND:

*I hope this is to be the beginning of a long friendship. I am so happy to be actually making an acquaintance with such a far-away friend.*

*You may be surprised to receive this letter, so I will first introduce myself to you.*

*I am a Japanese boy, a freshman of Hamamatsu West High School. This school stands on a small hill in the west of Hamamatsu-city. The city is in Shizuoka-ken in the center of Japan. In the classroom I hear lectures on Chemistry, Algebra, English, Social Studies and Physical Education and so on. English is very difficult for me. So I am studying my English lessons very hard. What are some things you study at school?*

*Have you ever heard of Mt. Fuji and the cherry-blossoms? Shizuoka-ken is famous for Mt. Fuji. Mt. Fuji is very beautiful all the time. It is in spring-time when the cherry trees are very pretty. In spring my school is very fine and beautiful, for it is surrounded with the cherry trees. I am sending to you the picture of Mt. Fuji and the cherry blossoms, etc.*

*I would like to see your country. It must be a very beautiful place. I hope to visit America myself some day, and it would be wonderful to see you and your country.*

*Do you have any brothers or sisters? I have a sister. She is younger than I am, 11 years old. We live at home with mother and father.*

*I am 17 years old. But I shall be 16 years old in your country. My birthday was on August 28.*

*I will go into details about myself in my next letter to you. I hope to hear from you soon, and tell me about yourself, school and country.*

*I am glad to write to you, and shall look forward to receiving your letter.*

Yours very sincerely

YASUO KAGETAMA



## Quiz Kids Open Search for "Best Teacher of 1950!"

The Quiz Kids are looking for the nation's two top teachers this year as they launch their fifth annual "Best Teacher Contest!"

The opening of the 1950 contest was officially announced on the Quiz Kids program Sunday, November 6, by Dr. Andrew D. Holt, President of the National Education Association, who will also open American Education Week that day. Conducted this year on the Monday evening Quiz Kids television show as well, the contest will run through December 18.

Two prize-winning teachers will be accorded national honor in the 1950 Quiz Kids "Best Teacher Contest": the "Best Teacher of 1950," who will receive a cash prize of \$2,000, an appearance on the Quiz Kids program, and a week's entertainment in Chicago with all expenses paid; and the "Most Promising Teacher of 1950," a younger person, who will be awarded \$2,000 to be used for graduate study.

Once again, school children all over America will help find the country's best teachers. All elementary and high school students will be invited to write letters on the subject, "*The Teacher Who Has Helped Me Most*." The letters will be judged by a group of eminent educators, who will evaluate the qualifications of the teachers nominated, and conduct personal investigations among the finalists to determine the top-winning teachers.

The two students writing the letters nominating the winning teachers will each be awarded a \$1,000 U. S. Security bond first prize. \$10.00 in cash will go for each of the next 50 best letters. 500 more winning students will each receive an honor certificate and a Quiz Kid pin, making them honorary Quiz Kids.

Student winners will be awarded their prizes on special presentation broadcasts to be held on local NBC stations in the spring.

All students entering the contest will receive certificates of honor, suitable for framing, to present to the teachers they nominate.

### RULES OF THE CONTEST

1. Any student now in elementary or high school may nominate any teacher he or she now has, or has ever had, providing that teacher is still teaching.

2. His letter on the subject, "*The Teacher Who Has Helped Me Most*."

## CROP Collection To Be Held This Month

North Carolina's Christian Rural Overseas Program, known as CROP, will be held during November, with emphasis in the early weeks prior to Thanksgiving.

Corn, cotton, peanuts and milk will be collected, as canvasses in each county call upon the various farm homes to explain the work of CROP and ask for pledges. The State goal is 150 freight carloads of commodities. In 1948 this State shipped 55 carloads of foods to countries in Europe, Asia and the Middle East.

This Program is a coordinated effort of three major church relief agencies for the collection of farm commodities for overseas. In America CROP acts as a collection agency for Church World Service (serving 22 Protestant denominations), Lutheran World Relief and Catholic Rural Life. Gifts of cotton, wool, corn, milk, wheat, and peanuts are gathered through CROP and turned over to the parent agency of the donor's choice.

Schools in North Carolina can help their county CROP committees by displaying CROP posters, and particularly by showing the CROP film, "Operation Mercy." The film, a 16 mm. sound film, shows the need as it still existed overseas this spring, and also shows how CROP gifts are helping in the neediest areas.

may be of any length, and must contain his name, age, grade, school, and home address, as well as the name and school of the teacher nominated.

3. Letters will be judged on the student's ability to tell honestly and clearly how some particular teacher has helped him, and the importance of that help. What he says is more important than how he says it. All students have an equal chance regardless of grade in school.

4. Letters must be written without assistance of teachers or parents.

5. Entries should be addressed to Quiz Kids "Best Teacher Contest," P. O. Box Y, Chicago 77, Illinois.

6. The contest opened Sunday, November 6, and will close at midnight, December 18, 1949. All entries must be postmarked before that hour.

## Oral Hygiene Staff Inspects Pupils' Mouths

The Division of Oral Hygiene of the State Board of Health inspected the mouths of 3,228 pupils during the month of August, it is learned. These pupils were enrolled in 34 schools. The number of underprivileged children who received dental corrections was 2,582. Of these, 435 found it necessary to make more than one visit.

There were 10,424 individual operations including 1,581 amalgam fillings, 293 cement fillings, 2,811 silver nitrate treatments, 1,331 extractions, 483 miscellaneous treatments and 1,575 sodium fluoride treatments. It was also reported that 2,350 children had their teeth cleaned.

During the month, there were 36 lectures on mouth health in the schools, attended by 2,025 children.

## State Employs 444 Home Economics Teachers

North Carolina employs 444 teachers of vocational home economics. 374 for white schools and 70 for Negroes. It is disclosed by a recent tabulation of such teachers by Catherine T. Dennis, State Supervisor of Home Economics Education, State Department of Public Instruction.

This tabulation shows that every county (including city units) except 13 has from one to 13 teachers of home-making subjects. The counties that do not employ teachers of this subject are: Alleghany, Ashe, Avery, Camden, Chat-ham, Clay, Dare, Johnston, Jones, Macon, Madison, Mitchell, and Yancey. Lee County employs a Negro teacher but no white teacher of home economics. Buncombe has the largest number, 13, of teachers in this field.

In view of the fact that there are 956 public high schools in the State, it may be noted that hardly half of them have home economics teachers. Several schools have more than one teacher for this type of work. They are Burlington, Lee Edwards (Asheville), Durham Senior, High Point, New Hanover, and Greenville.

In addition to these teachers of home economics, three counties have family life coordinators. They are Buncombe in Asheville, New Hanover, and Rockingham in Leaksville-Spray.

The State staff includes a State Supervisor, two assistants, and four itinerant teacher trainers.

## Lassiter Outlines Services to Schools

Homer A. Lassiter, a staff member of the Division of Instructional Service, is available to give some special assistance to schools interested in doing more about resource education. Some of the ways in which Mr. Lassiter's service might be rendered are the following:

1. Consult with administrative units or individual schools planning projects in resource education. As time permits, help with workshops, study groups, etc.
2. Make available technical personnel assistance from various agencies.
3. Make available certain pertinent resource materials.
4. Supply information as to sources of helpful materials.
5. Keep the schools informed on research results and findings and assistance available from other agencies.
6. Keep school informed concerning resource-use education conferences, meetings, workshops.
7. Serve as a clearing house for descriptions and accounts of good examples of resourceful teaching.
8. Coordinate the efforts of the various agencies capable of contributing to the school's objectives.

## Brown Gives Bus Capacities

Rated capacities of various types and sizes of school buses were given by C. C. Brown, Director of Transportation for the State Board of Education, in a recent letter to county superintendents. A 25 per cent increase is permitted over the rated capacity.

For buses with longitudinal seating, the following capacities were specified: 17 ft. bodies—a rated capacity of 47 plus 11 equals 58; 19 ft. bodies—capacity 55 plus 13 for overload equals 68; 21 ft. bodies—capacity 62 plus 15 equals 77 is the maximum legal load. The rated capacity, Brown said, is 13 linear inches for each passenger.

In buses with forward facing seats, the following loads were specified:

Bus Bodies	Rated	Overload	Legal Load
17 ft.	36	9	45
19 ft.	42	10	52
21 ft.	48	12	60
23 ft.	54	13	67
26 ft.	60	15	75

Brown suggested that the rated capacity of each bus be posted in a conspicuous place inside the bus.

## Special Notice to School Administrators

*You are requested to read and to share with your teachers, principals and supervisors, the announcement elsewhere in this bulletin, of the annual meetings of the Association for Child-Head Education International, April 9-14, 1950, in Asheville, N. C. With this information at hand, it is suggested that each administrative unit in the state give consideration to plans for making provision for one or more delegates to attend the study conference for the week of April 9-14.*

*In order to insure representative attendance from your administrative unit the delegates should be selected and notified, substitute teachers should be provided, and funds set aside early in the school year for this purpose.*

## Schools Employ 267 Supervisors of Instruction

There are employed in county and city units a total of 267 supervisors of instruction, according to a recent count by L. H. Jobe, State Department of Public Instruction.

Of the total, 204 are general supervisors, largely of elementary instruction and 63 are supervisors of special subjects or departments, such as music, libraries, art, health and physical education, lunch room, audio-visual education, vocational education and industrial arts, guidance and speech, Mr. Jobe stated.

Of the 204 general supervisors, 126 are white, 77 Negro and one Indian. Fifty of the Negro supervisors are Jeanes supervising teachers, that is they are partly paid from the Jeanes Fund, a philanthropic fund established in 1908 to help and encourage rural teachers to improve country life for Negroes through the improvement of their schools and neighborhoods and through the actual supervision of instruction in the classrooms.

The 63 supervisors or consultants of special subjects are divided according to race as follows: 56 white, 7 Negroes. Five of the white supervisors work in both white and Negro schools. According to subjects they are: Music, 24; libraries, 16; art, 7; health and physical education, 6; lunchroom, 4; audio-visual, 2; vocational and industrial arts, 2; guidance, 1; and speech, 1. These persons supervise the work in these particular fields in several or all schools

## Douglas Announces Engineer's Employment

C. H. Jourdon, a well-trained and experienced engineer, has been employed in the Controller's office, Division of Plant Operation, it is announced by C. D. Douglas, Controller, State Board of Education.

Mr. Jourdon began his work on October 1. According to Mr. Douglas, he will be available for services along the following lines:

1. Consult and advise with superintendents on problems of operation and maintenance.
2. Give practical information and suggestions to principals and janitors on the care and operation of heating and plumbing systems and the care of buildings.
3. Undertake surveys of the current situation and make recommendations as to proper heating, lighting and ventilation methods.

Schools needing such services are requested to write C. W. Blanchard, Director of the Division, as to needs and indicating dates services of Mr. Jourdon are desired.

## 1949-50 Educational Directory Sent to the Printer

Copy on the 1949-50 Educational Directory was sent to the printer early in November, it is announced by L. H. Jobe, Director of Publications, who compiles the information for this annual publication of the State Department of Public Instruction.

This Directory will be available for distribution about January 1. Mr. Jobe stated, at which time copies will be mailed to all superintendents. Others may request copies, which are free to persons engaged in school work. Persons engaged in commercial work may obtain copies with cover at \$1.00 each.

within an administrative unit. The figures do not include teachers or other persons employed for individual schools.

Increase in number of supervisors employed this year is due to the allotment of 300 additional supervisors and helping teachers by the State Board of Education to be paid out of State funds. That the entire number has not been employed is due to the fact that sufficient trained personnel cannot be found.

A list of these 267 school employees will be printed in the 1949-50 Educational Directory.

# Williamsburg "Winter Session" Depicts Colonial Life

Military aspects of colonial life, depicted at a recently-opened exhibition building in Williamsburg, Virginia, will provide new interest for school youngsters touring this "living laboratory" of early American history during the "winter session" which began on November first.

During the five winter months from November 1 through March 31, special arrangements and reduced rates are in effect in order that classroom groups from North Carolina, Maryland and Virginia may integrate a visit to this former colonial capital with textbook study of American history. This year, the special invitation for tours during the period is being extended for the first time to private schools in addition to elementary and secondary public schools.

The powder Magazine, military storehouse of 18th century Virginia, is a new addition to the special itinerary established for school groups. The historic arsenal, along with the newly-reconstructed Guardhouse, was opened this summer as a new exhibition building of Colonial Williamsburg and contains an outstanding collection of 18th century military stores. Specially-trained escorts are provided for the school tours of the Magazine and the other historical buildings along with reduced rates of admission during the "winter session." Also, provision is made for overnight lodging and meals at Williamsburg Lodge and the free loan of instructional materials — books, pamphlets, and motion pictures — for classroom use in advance of the tour.

The three-hour conducted tour arranged for school groups covers the Magazine and Guardhouse; the reconstructed Capitol on the spot where Patrick Henry spoke out in defiance of British rule; the Public Gaol where colonial debtors, criminals and privateers were imprisoned; the Governor's Palace, imposing mansion of the King's representative to the Virginia Colony; the Deane Shop and Forge where a blacksmith in 18th century work clothes plies his trade in the manner of two centuries ago; and other points of interest such as the craft shops, Bruton Parish Church, Museum and Wren Building of the College of William and Mary as time permits. Most tours of the city start at the Reception Center where visitors see a continuously repeated color slide and movie program recalling the dramatic history of Williamsburg as the political and cultural

## Phillips Suggests Topics For School Board Discussion

A good school board should do more than meet to pass on routine matters, in the opinion of Guy B. Phillips, Executive Secretary of the North Carolina State School Board Association.

"At times," Mr. Phillips stated, "the routine matters continuously before school officials and members of boards of education tend to blind them to many major topics which should be given attention."

The following list of topics is suggested by Mr. Phillips as a basis for several hours of board discussion:

### SCHOOL ORGANIZATION

1. The Reorganization of School Districts into Larger Tax and Administrative Units.
2. How Important Relatively Is Elementary Education.
3. The Problems of Smaller (or Rural) Schools.
4. The Case For and Against a High School of Fewer Than 100 Students.
5. Problems of School Transportation.
6. The Proper Balance of Extra-Curricular Activities (including Athletics).
7. Nursery Schools and Kindergartens.
8. The Community (Junior) College, 13th and 14th Grades.
9. Opportunities for Adult Education.
10. Camping Education and the Extended School Year.
11. Educational Uses of Farm and Forest Acreage for Schools.
12. An Effective State Board, State Superintendent, and State Department of Education.

### BUILDING POLICIES

1. How to Go About Making a Local Survey and a Master Plan.
2. What About Building Problems in the Next Few Years.
3. New Trends in Building Materials and Designs.
4. Modernizing the School Plant.
5. How Well Are Schools Equipped With the Tools of Learning.

center of the oldest and largest English-American colony.

## School Boards Meet at Chapel Hill December 7

The North Carolina School Board Association will hold its annual meeting at the University, Chapel Hill, on December 7, it was announced recently by Henry A. Scott, President.

Speakers will be Harry B. Caldwell, Master of the North Carolina State Grange, and Claude Gaddy, executive secretary of the Baptist Council on Christian Education, who will discuss educational leadership and interpretation of the public schools by board members, respectively.

Discussions will center around major problems of school building, school surveys, and the improvement of the quality of education, the program being designed to "acquaint school board members with many phases of the complicated problems of public education in the State."

The afternoon session will feature discussion of topics of immediate concern to the board members.

According to Dean Guy B. Phillips, of the University, executive secretary of the Association, superintendents and principals are requested to make arrangements for their board and committee members to be present.

North Carolina is one of 33 state associations affiliated with the National School Board Association of which Dr. David J. Rose, Goldsboro, is a past president.

## New Supervisors Added to Lunchroom Program

The staff of the School Lunch Program has been increased considerably by the addition of five new supervisors, it is announced by Mrs. Anne W. Maley, State Supervisor.

Mrs. Elsie A. McCormick and Virginia Moss have been added to the Raleigh area district with offices in the State Agriculture Building as Assistant State Supervisors and Mrs. Mary H. Gale is the new Assistant Supervisor in the Asheville area.

Two supervisors for Negro schools have also been employed. They are Mrs. Reba F. Ranson and Mrs. Josephine M. Clanton. Their offices are in the Arcade Hotel, Raleigh.

According to Mrs. Maley, the employment of Negro supervisors is the first instance of the kind in the United States.



# THE ATTORNEY GENERAL RULES

## FINES AND FORFEITURES; RESPONSIBILITY FOR COLLECTING, ETC.

In reply to inquiry: I have your letter of October 10th in which you ask me several questions with regard to the collection of fines and forfeitures for which judgments have been rendered but which remain uncollected. Your questions will be repeated, and I will attempt to answer them in the order asked.

*"(a) Whose duty is it to see that all legal steps necessary are taken to collect these fines and bonds, both in the Superior and Recorder Courts?"*

It is primarily the duty of the Clerk of the Superior Court to collect the fines and forfeitures imposed by judgments rendered in the Superior Court and to issue executions therefor as required by G. S. 1-305; accounts of collections on which he is required to keep as provided by G. S. 2-42 (22). G. S. 115-382 provides that it is the duty of the Superintendent of Public Instruction to examine the records of the County to see that the proceeds from poll taxes and dog taxes are correctly accounted for to the school fund for each year and to examine the records of the several Courts of the County, including Courts of the Justice of the Peace, at least once every three months to see that all fines, forfeitures and penalties and any other special funds accruing to the County School Fund are correctly and promptly accounted for to the school fund; and if the Superintendent shall find that, any such taxes or fines are not correctly and promptly accounted for to the school fund, it shall be his duty to make prompt report thereof to the State Board of Education and also to the Solicitor of the Superior Court in the District.

Therefore, under this last mentioned Statute, if the County Superintendent of Schools finds, upon examination of the dockets of the Clerk of the Superior Court or in the Recorder's Courts or in Courts of the Justice of the Peace that there are any fines, forfeitures or penalties which have been collected and have not been accounted for, he should demand the payment of same and if not paid, proceed as directed by the Statute. He would also have the authority to ascertain what executions had not been issued and the fines and forfeitures not collected that could be collected and make a demand upon the Clerk of the Superior Court, the Clerk of the Recorder's Court or the Judge thereof, and of the Courts of the Justices of the

Peace that executions be issued to enforce collection.

*"(b) If not the duty of the County Commissioners do we have the authority to advance any necessary costs, if any are required, for execution and other fees, to collect the bonds in cases where judgment has been made absolute?"*

The answer to question (a) in part answers this question. It is not necessary for the county to advance the fees for the issuance of executions for the collection of fines and forfeitures and the Clerk of the Court is required to issue the execution therefor without prepayment of any fees in criminal cases.

*"(c) If it is the duty of the County Board of Education to collect these fines and bonds, or if it has the duty to see that they are collected, would the County Commissioners have the authority to advance any necessary costs for this purpose, upon agreement to be reimbursed out of the monies so collected, and, if so, from what fund?"*

G. S. 115-382 above referred to requires that the clear proceeds of poll taxes, dog taxes, fines, forfeitures and penalties shall be accounted for by the officers collecting the same, and no deductions shall be made therefrom for fees or commissions, and further provides that any court officer, who shall willfully fail or refuse to account for same shall be guilty of a felony.

*"(d) Would the County Commissioners, or the County Board of Education, or the person or agency whose duty you rule it is, have the authority to employ counsel for the special purpose of collecting these fines and bonds, upon a contingent fee basis, or other arrangement, and if so from what fund?"*

To answer this question would require the facts in any particular case. Ordinarily, the legal services necessary in such matters are performed by the County Attorney or the Attorney for the County Board of Education.

*"(e) Are these fines and bonds, or especially the bonds upon which judgment has been made absolute barred by any statute of limitations?"*

The statute of limitations as to the collection of a judgment is ten years as provided by G. S. 1-47 and this would be true as to the judgment for fines and forfeitures. A Justice's judgment would have to be docketed in the Superior Court to be protected by this statute.

You also requested me to advise you whether the County Commissioners have the authority to rent and pay the rent on office space or quarters in a

## REMOVAL OF PRINCIPAL

In reply to inquiry: I received your letter of September 20th with regard to the removal of \_\_\_\_\_ as Principal of \_\_\_\_\_.

Mr. \_\_\_\_\_ telephoned me about this matter and, as he stated to you, I advised him that the newspaper articles, purporting to quote this office to the effect that a teacher or principal could be removed by the County Board of Education at any time for any cause deemed by them to be just, was a complete misrepresentation and misstatement of the opinion of this office. No such opinion had ever been expressed by us and is clearly contrary to what our statutes provide. The Associated Press, who put out the story, corrected it a few days after it was released. The reporter had written this as his interpretation of our opinion to the effect that no cause had to be assigned for failing to re-elect a teacher or principal at the end of a school term when due notice was given as provided by law. I regret that you did not see the correction of the erroneous misquotation of our opinion which was later made.

The law on the subject of the removal of a principal who has been duly elected and who is serving is provided in G. S. 115-77. I am enclosing to you a clipped copy of this section from which you will observe that the principal can be removed if found to be of bad moral character after ten days' notice and hearing. The County Board of Education would be compelled to follow the provisions of this Statute and act upon specific charges against the principal.—Attorney General, September 22, 1949.

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private building for County Superintendents of Schools, District Health Department and The Farm Security Administration.

G. S. 115-71 requires the County Board of Education to provide an office for the County Superintendent at the County Seat and in the Courthouse if possible, and I, therefore, think that the Board of County Commissioners would be required to comply with this statute, but if impossible to provide an office in the County Courthouse, they would be required to pay rent, if rent had to be paid, to provide an office at some other place at the County Seat. I do not think that they would have to provide office space for the District Health Department or the Farm Security Administration.—Attorney General, October 13, 1949.

## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, Nov. 1944)

Appearing before the Advisory Budget Commission on Thursday, October 12, Lieutenant Governor R. L. Harris, Chairman; Supt. Clyde A. Erwin, Secretary; and Paul A. Reid, acting Comptroller, requested for the State Board of Education for operating the public schools for the nine months' school term the sum of \$41,198,783 for the school year 1945-46 and \$41,834,524 for the school year 1946-47.

A total of \$36,968,749 was expended during the school year 1943-44 in the administrative units of the State for the operation of the nine months school term. It is revealed from the audit report recently completed on these expenditures.

Dr. Bess Goodykoontz, Assistant U. S. Commissioner of Education, visited the office of the State Superintendent of Public Instruction on October 18 and at a gathering of staff members of all departments made an informal talk in which she told them of the latest developments from Washington as to public education.

### 10 Years Ago

(N. C. Public School Bulletin, Nov. 1939)

On October 12th, the Board of Trustees of the Elizabeth City State Teachers College elected Mr. Harold L. Trigg, member of the Division of Negro Education, as President of that institution to succeed the late President John Henry Bias.

To promote the teaching of public school music, the state Department of Public Instruction in cooperation with the State Federation of Women's Clubs is holding two series of conferences on public school music throughout the State.

A series of conferences for principals of Negro high schools are being held throughout the State.

Beginning this year with six administrative units, the State Textbook Commission will handle library books.

The WPA Education Program in North Carolina will emphasize three phases of work this fall and winter. These three phases will be: (1) literary, (2) education for family living, and (3) safe driving schools.



### War Devastated Countries Need School Supplies

Children in war devastated areas are in dire need of school supplies—pencils, paper, notebooks, etc.—according to a recent statement released by the American Friends Service Committee. These children are paying for the war by not having the necessary facilities for education, the statement says.

Individuals or groups wishing to send a special gift package of school supplies to a child in Europe should write to the Committee on Educational Materials for Children, American Friends Service Committee, 20 South 12th St., Philadelphia 7, Pa.

### Mrs. Maley Returns

Mrs. Anne W. Maley, who recently resigned as State Supervisor of the School Lunch Program, to accept similar work in her native State of Texas, has returned to North Carolina and to the position which she left.

Mrs. Maley states that the work which she thought she was to do in Texas was not as anticipated and she felt that she could do a better and more satisfactory job in North Carolina. According to State Superintendent Clyde A. Erwin, Mrs. Maley has done a fine job in North Carolina, and "I am glad that she has decided to come back to us."

During Mrs. Maley's absence the Program was under the direction of Mrs. Mary Lewis Smith as Acting State Supervisor.

## MAKING TODAY'S NEWS

Duplin. The Warsaw Grammar Schools, both white and colored, are proud to announce that plans are under way to begin a School Boy Patrol organization in their schools Monday, October 24. — Kenansville Times, October 21.

Durham. A request that the State Board of Education deny approval of further construction in local white schools, pending correction of alleged discriminatory conditions in schools here, was made yesterday by two local Negro attorneys in a telegram to Clyde A. Erwin, State Superintendent of Public Instruction. — Durham Herald, October 19.

Winston-Salem. Some 300 teachers from Winston-Salem schools will tour eleven local industries today, as The Education Committee of the Chamber of Commerce opens its Business-Education Week. — Winston-Salem Journal.

Hickory. A distributive education district meeting will be held at Hickory High School Tuesday, November 1. Highlight of the meeting will be a luncheon, featuring a speech by Dr. Clyde A. Erwin, State Superintendent of Public Instruction. — Charlotte Observer, October 16.

Buncombe. Buncombe County has 24 special school districts in the county school system, each having a different per capita school debt, figured on the school population, ranging from a low of \$8.00 in Candler to a high of \$319.00 for Biltmore.

Durham. Several schools in the Durham County system will suffer a shortage of stoker coal for heating purposes if the current coal strike is not settled in the near future, it was revealed today by Lester A. Smith, county school business manager. — Durham Sun, October 5.

High Point. Twenty-one thousand pieces of literature, books and magazines, have been gathered up by Rotarians of High Point and will be sent to Europe to help enlighten the Germans. — High Point Enterprise, October 6.

Guilford. A verbal campaign to get dental service for rural Guilford's white school children was launched at a meeting of the county's 23 white principals in the courthouse yesterday. — Greensboro News, October 6.

Roanoke Rapids. Roanoke Rapids school system paid off a total of \$87,775 on its debt today, it is revealed by the superintendent of schools, Dr. I. E. Ready.

# BULLETIN

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DECEMBER, 1949

RALEIGH, NORTH CAROLINA

VOL. XIV, No. 4

## Commissioner McGrath Says Time Ripe for Scholarship Aid

"The time is ripe for Federal action on behalf of American college youth," Earl J. McGrath, U. S. Commissioner of Education, told the Association of Land-Grant Colleges and Universities on October 27.

Commissioner McGrath proposes \$300 million annually for scholarships to be allotted to the states on the basis of a formula combining the number of persons of college ages and the number of high school graduates within each state.

Commissioner McGrath's reasons for advocating Federal aid for scholarships are summed up as follows:

"Out of every thousand children finishing the fifth grade, 900 have the ability to go through high school. Yet, only 403 do so. Out of that same thousand, 320 have the ability to go through college; only 70 do so. Thus, every year, the Nation is failing to train 55 per

cent of those who ought to finish high school and 76 per cent of those who could profit from college. More than half of American youths having college abilities go through life functioning below the level of their full potential."

Can the Nation support such a program? Mr. McGrath asked. His answer: "For every hundred dollars of wealth produced in the Nation, only 46 cents is now spent for higher education; and out of every hundred dollars of wealth produced each year, slightly over one-tenth of one cent is spent for student aid. That one-tenth of a cent includes all fellowships, scholarships and loans, in all colleges, universities and graduate schools of the land. Would it seem unreasonable to increase expenditure for student aid from one-tenth of a cent in each hundred dollars to (say) a cent and a half in each hundred dollars of National wealth?"

## Attendance Work Results in Fewer Absences

Attendance work in Randolph County shows a pronounced decrease in the number of reported absences, those without legal excuse.

This fact is brought out in a recent article by James E. Burgess, Superintendent of Public Welfare, in the September *Public Welfare News*, published by the North Carolina State Board of Public Welfare.

In this article Mr. Burgess describes Randolph County's school attendance progress as a part of the welfare department. Two case workers give each Monday to school attendance work.

When the welfare department assumed responsibility for this work in 1946-47 a total of 815 absences were reported for investigation. The following year this number decreased to 680 and in 1948-49 only 457 absences were reported.

According to the teachers and principals of Randolph County, Mr. Burgess states, school attendance has generally improved and absences are not as prolonged and as frequent as they were before the new attendance program was instituted.

During the three years that the work has been carried on by the welfare department 1,952 absences were reported, 1,846 visits to schools were made, 1,117 cases were investigated by home visits, 714 truants were interviewed at school, and 3,211 interviews with principals and teachers were held.

## Government Announces Exchange Program

The Department of State and the Board of Foreign Scholarships announce grants for American citizens to teach in the national elementary and secondary schools in a number of countries with which educational exchange programs have been initiated under the provisions of Public Law 584, 79th Congress, the Fulbright Act.

These grants will include a basic living allowance, a supplemental maintenance allowance and round-trip oceanic transportation, and U. S. domestic travel when it can be purchased with foreign currency.

Applicants should have a bachelor's and preferably a master's degree, be between the ages of approximately 25-50 years, and have at least three years of successful teaching experience. Appointments of successful candidates are for a single school year.

Opportunities for teachers under the Fulbright Educational Exchange Pro-

gram are as follows:

1. *Teacher Interchange Programs with the United Kingdom and France*—For experienced teachers in elementary and high schools whose school systems will grant leaves of absence with salary for one year and accept a foreign teacher in exchange. Since teachers successful in this competition receive salaries from their own school systems, they will receive travel grants only under the Fulbright Exchange Program. Applications in these programs should be filed before January 15, 1950.

2. *Grants to Teach in National Schools Abroad*—Since applications for these teaching positions and countries should have been filed before December 1, 1949, they are not specified here.

Persons interested in these opportunities may secure application blanks from the Division of International Relations, Office of Education, Federal Security Agency, Washington 25, D. C.

### FEATURES

	Page
Commissioner McGrath Says Time Ripe for Scholarship Aid .....	1
Ye Editor Comments .....	3
State Spends \$71,199,564.18 for Schools During 1948-49 .....	4
Student Makes Suggestions for Better Manners on School Bus ..	6
State Freshmen Make Amusing English Boners .....	7



## Superintendent Erwin Says . . .

**A**PPROXIMATELY one-third of our public high schools have fewer than five teachers. These schools enroll fewer than 100 pupils each. The total includes around 28,000 students, largely in the 100 county units of the State.

It is a well-known fact that small schools cannot provide the opportunities in terms of courses offered as can be provided in larger schools. These little schools at their best can only give their students a few subjects—usually termed the college preparatory curriculum. There is no opportunity for the child enrolled in these schools to choose other subjects, simply because such courses are not and cannot be provided with the limited number of teachers, and teachers cannot be employed because the small enrollment does not justify the larger expenditure of funds involved for their employment.

Larger schools, on the other hand, provide for broader opportunities. They offer a larger number of subjects from which the students may select those that more nearly fit their needs. Courses in the field of business education, vocational education and fine arts are offered in schools which have enough students who desire such subjects.

I believe the time has come when we should eliminate most of these small high schools and consolidate them with other schools, thus providing a school sufficient in size to offer a broader opportunity for those boys and girls now attending schools offering limited opportunities. Within the next few years, better roads will be provided over which school buses may travel more safely; and under the present school building program, opportunity is afforded for a reorganization of the schools in many units now needing new plant facilities.

These movements afford an opportunity for each local community to reassess its sphere of activity—not limited but enlarged. Local “community pride” is a fine attribute of any locality. However, we must consider the school in terms of child welfare, and not just community pride alone. We must think in terms of the greater benefits and better preparation that will come to the youth of the State when they are provided with a greater educational opportunity through the larger public high schools.

### NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CLYDE A. ERWIN

State Supt. of Public Instruction

Entered as second-class matter November 22, 1939, at the post office at Raleigh, North Carolina, under the Act of August 24, 1912.

EDITOR

L. H. JOBE

Director, Division of Publications



# *Ye Editor Speaks . . .*

There are so many good and timely editorials appearing in State newspapers concerning educational matters, and since "ye editor" is already late in the preparation of the copy for this edition of the BULLETIN, we are reprinting this month two recent editorials in order that they have a wider circulation among school people.

## A COMMENDABLE DECISION

By unanimous vote the board of trustees of Greater Greensboro schools has restricted solicitation of funds in the schools to money-raising programs initiated in the schools themselves.

THE RECORD hastens to commend the school board for this action, and we feel that in doing so we are expressing the sentiments of a great number, if not a majority of school patrons. There has been a feeling among citizens generally, as well as school officials and teachers, that some restrictions on fund-raising campaigns in the schools might be in order.

It would be unwarranted and grossly unfair for anyone to interpret the school board's restriction on fund-solicitation as prejudicial to such money-raising campaigns. In making its decision, as we understand, the board was merely acknowledging that drives for funds, regardless of how worthy they may be, consume time that is needed for routine classroom and school activities.

For a long time we have wondered why teachers and other school personnel should be expected to conduct campaigns for this and that purpose on top of the heavy demands of their primary job in the school and classroom. The board's restriction on drives in the schools will give the teachers a deserved break, and that is another reason why we heartily commend the board. — The Greensboro Record, September 22, 1949.

## STUPID HABIT

Most observers realize that discipline in the schools is somewhat a thing of the past, meaning that maximum educational benefits are not derived and also that morale suffers.

One of the editors of the News and Observer, of Raleigh, comments on a smoking room for boys and girls in the school at Creedmoor in this way:

In Creedmoor the principal of the high school perhaps bowing to the inevitable, is setting up smoking rooms for the boys and girls in the school. This may be sound school administration. It may be simple good sense in fire prevention in a school, if the high school children are going to smoke, to make them smoke more safely in supervised smoking rooms set up with the consent and at the request of their parents. All the same, even in a tobacco State, this whole business may be recognized as an event in the acquisition by the young of what is probably the most stupid habit on earth—and one of the most destructive ones.

This editorial is written by a man who has been smoking since he was of high school age and will continue to smoke probably with some unsuccessful efforts to stop as long as he breathes. It is written by a man who, like all the rest of us in this area, has the base of his living and income in tobacco culture. But it is also written by a man who knows from personal experience that smoking is an expensive, dirty, injurious habit which as time goes on furnishes relatively little pleasure except as a surcease from the habit pang of not smoking.

There are certainly worse habits that the young can acquire. Nobody ever beats his wife or mistreats his children as a result of smoking. Our highways are not made dangerous by people under the influence of tobacco. But the certain fact is that people who do smoke chain themselves for life to a habit which costs them much in health and money. — Burlington Times-News, September 20, 1949.

## Dr. Erwin Presides at School Officers Meet

Dr. Clyde A. Erwin, State Superintendent of Public Instruction attended the Annual Meeting of the National Council of Chief State School Officers at Biloxi, Mississippi, December 6-10, and as President presided at its general sessions.

Dr. Erwin also recently attended a meeting of the Board of Control of the Southern Regional Council on Education at which meeting he was re-elected vice-president for a third term.

Some of the topics for discussion at the Chief School Officers' meeting were the following: The Problem of School Construction, Regional Cooperation in Education, Federal Relations to Education, Education in the States, The Role of Foundations in America, Federal Legislation on Education, and a Report on the Workshop of the Study Commission.

The Council of Chief State School Officers, as the name implies, is composed of the State Superintendents or Commissioners of Education of the various states. Its purposes are to engage in educational, professional and civic activities, to engage in the continuous study of problems relating to school systems, to assemble and disseminate information relating to the operation of school systems, and to co-operate with other agencies in educational activities.

## Tar Heels Have \$930 Average Income

Per capita income payment to the average North Carolinian in 1948 was \$930, according to a recent report of the U. S. Department of Commerce. U. S. average was \$1,410.

Income payments to individuals ranged from \$1,891 in New York to \$758 in Mississippi. North Carolina ranked 43rd among the states in this respect.

Total income paid to North Carolinians was \$3,531,000,000, 1.71 per cent of the total U. S. income payments of \$206,011 billion. North Carolina's average income was 66 per cent of the average for the nation.

From 1940 to 1948 the average per capita income of North Carolina increased 194 per cent, whereas the average increase for the nation during this period was 145 per cent. Largest percentage increase was made by North Dakota, 300 per cent. Lowest was made by Delaware, 94 per cent.

## State Spends \$71,199,564.18 for Schools During 1948-49

State funds totaling \$71,199,564.18 were spent for operating the public elementary and secondary schools during the year 1948-49, according to the report on expenditure of such funds recently released by the State Board of Education.

The largest part of these funds was in payment of salaries to teachers and principals. the expenditure for this pur-

pose amounting to nearly \$60 million or 83.75 per cent of the total State funds expended. Other expenditures included \$1,591,576.50 for general control, \$3,585,872.24 for plant operation, \$20,798.99 for fixed charges and \$6,369,792.43 for auxiliary agencies—transportation and libraries.

The accompanying table shows these expenditures by objects and items.

### EXPENDITURES FROM STATE NINE MONTHS' SCHOOL FUND, 1948-1949

<i>Objects and Items</i>		<i>Cost</i>	<i>Per Cent of Total Cost</i>
61	GENERAL CONTROL:		
611	Salary: Superintendent.....	\$ 965,619.42	1.36
612	Travel: Superintendent.....	54,865.25	.08
613	Salaries: Clerical Assistants.....	494,744.66	.69
614	Office Expense.....	66,362.22	.09
615	Co. Bd. Ed.: Per Diem, Travel.....	9,984.95	.01
	TOTAL GENERAL CONTROL.....	\$ 1,591,576.50	2.23
62	INSTRUCTIONAL SERVICE:		
621	Salaries: Elementary Teachers.....	\$29,745,580.33	41.78
	Colored.....	13,649,787.21	19.17
622	Salaries: High School Teachers.....	\$407,643.82	11.81
	Colored.....	2,370,377.46	3.33
623	Salaries: Principal—1. Elem.....	1,296,139.22	1.82
	Colored.....	353,280.58	.50
	2. High.....	2,679,556.53	3.76
	Colored.....	787,460.41	1.10
	Total Instructional Salaries.....	\$59,289,825.56	83.27
624	Instructional Supplies.....	\$ 255,876.32	.36
	Colored.....	85,821.44	.12
	TOTAL INSTRUCTIONAL SERVICE.....	\$59,631,523.32	83.75
63	OPERATION OF PLANT:		
631	Wages: Janitors.....	\$ 1,621,820.95	2.28
	Colored.....	304,930.11	.43
632	Fuel: (Coal or Wood).....	\$92,047.57	1.25
	Colored.....	255,143.46	.36
633	Water, Light, Power.....	\$267,242.66	.38
	Colored.....	57,991.91	.08
634	Janitors' Supplies.....	122,733.54	.17
	Colored.....	41,705.48	.06
635	Telephones.....	19,150.49	.03
	Colored.....	3,106.77	—
	TOTAL OPERATION OF PLANT.....	\$ 3,585,872.94	5.04
65	FIXED CHARGES:		
653	Compensation School Employees.....	\$ 11,579.57	.02
	Colored.....	3,282.20	—
654	Reimb. for Inj. School Children.....	5,094.07	.01
	Colored.....	843.15	—
	TOTAL FIXED CHARGES:.....	\$ 20,798.99	.03



<i>Objects and Items</i>	<i>Cost</i>	<i>Per Cent of Total Cost</i>
66 AUXILIARY AGENCIES:		
661 Transportation of Pupils:		
661-1 Wages of Drivers.....White	\$ 905,284.75	1.27
.....Colored	206,946.00	.29
661-2 Gas, Oil, Grease.....White	714,965.41	1.00
.....Colored	176,810.17	.25
661-3 Salary: Mechanics.....White	752,149.34	1.06
.....Colored	166,364.32	.23
661-4 (a) Repair Parts, Batteries.....White	586,840.40	.82
.....Colored	147,377.50	.21
661-4 (b) Tires and Tubes.....White	217,800.77	.31
.....Colored	46,060.29	.06
661-4 (c) Insurance and License.....White	15,517.46	.02
.....Colored	3,119.72	—
661-5 Contract Transportation.....White	19,730.69	.03
.....Colored	20,464.16	.03
Sub-Total (1-5) .....	\$ 3,979,430.98	5.58
661-6 Repl. Maj. Items: Chas. & Bds.....White	\$ 1,831,431.06	2.57
.....Colored	324,843.56	.46
661-7 Principals' Bus Travel.....White	32,703.39	.05
.....Colored	7,364.36	.01
Total Transportation (661) .....	\$ 6,175,773.35	8.67
662 Libraries: Supplies & Repairs.....White	\$ 149,640.07	.21
.....Colored	44,379.01	.07
TOTAL AUXILIARY AGENCIES .....	\$ 6,369,792.43	8.95
TOTAL CURRENT EXPENSE FUND.....	\$71,199,564.18	100.00

## TEACHER TYPES

A psychologist, looking at teachers recently, found these types:

*The disciplinarian*—whose techniques have become more verbal than physical. This is no forward step. Psychologically, the verbal disciplinarian is a greater menace than the bruiser. The disciplinarian does nothing positive for the child. He does make the child more hostile, more resistant toward discipline, toward the school and toward society.

*Teacher-as-judge and giver-of-advice*—who does not bother getting the facts of a case. Most teachers are too eager to dispense advice and too little concerned about getting understanding of the child's problems.

*Teacher-as-moralist*—who is self-righteous, eager to correct, eager to protect societal more in detail. To the teacher-as-moralist there is no middle way. An act is right or wrong, good or bad.

*Teacher with a "this-hurts-me-more-than-you" attitude*—who creates classroom tension, leaves in children unnecessary feelings of guilt. She pressures the children by whining at them about *her* feelings.

Psychologist D. S. Arbuckle (Boston U.) typed these teachers from their own conversations with students. He concluded: "Instead of being skilled personnel workers, students of human adjustment, and preventive agents, some teachers cause mental tensions and maladjustment in children."—*Educator's Washington Dispatch*.

**EDITOR'S NOTE:** For 31 personality traits of the "Ideal Teacher" write to Ella Stephens Barrett, State Supervisor Occupational Information and Guidance, State Department of Public Instruction, Raleigh, for a copy of Personality Trait Definitions by Lester K. Ade, Consultant, U. S. Office of Education.

## Resource-Use Conference Report Published

The proceedings of the Second Annual Resource-Use Education Conference is now being published in a 100-page report and will be released early in January.

The report includes summaries of the talks given by Clyde A. Erwin, Howard W. Odum, William J. McGlothlin, S. E. Duncan, and William M. Landess, as well as summaries by thirteen State agencies, representing rural, urban, and social service development.

Twelve school reports are described where resource-use education programs have been developed. Summaries are included of the discussions on resource-use in the social studies, sciences, elementary schools, in-service, and pre-service programs.

Six summer workshops held in 1949 are described. A bibliography, an evaluation form, and a list of suggested activities complete the report.

## Brown Sends Instructions On School Bus Inspection

Copies of instructions issued by the State Highway Patrol in regard to school bus inspection have been sent to each county superintendent by C. C. Brown, Director of the Division of Transportation, State Board of Education.

According to Mr. Brown, these instructions "seem reasonable and necessary as long as the Patrol proposes to continue the inspection of school buses." The fact that the Patrol has assumed responsibility in this connection, however, "does not in any way relieve your office of its legal responsibility as contained in the law." Mr. Brown wrote school superintendents. Forms have been provided in the Drivers Report Book (Form TD 3) for this purpose.

The law on bus inspection is quoted by Mr. Brown as follows:

"Provision shall be made for adequate inspection each thirty days of each vehicle used in the transportation of school children, and a record of such inspection shall be filed in the office of the superintendent of the administrative unit. It shall be the duty of the administrative officer of each administrative unit to require an adequate inspection of each bus at least once each thirty days, the report or reports of which inspection shall be filed with the administrative officers." 115-374 General Statutes.

## STUDENT MAKES SUGGESTIONS FOR BETTER MANNERS ON SCHOOL BUS

Bobbie Greer, a student of the Cove Creek High School, Watanga County, writing in his school's paper, suggests the use of better manners by students riding the school buses.

Bobbie says, "There are many improvements needed in our school. Some cannot be made because of cost, but many other improvements can take place without expense. There is no cost to using better manners on the school bus, and I believe that most of the passengers will agree with me that we need to improve."

Bobbie makes the following suggestions for better manners:

1. Cooperate with the driver by following suggestions pleasantly.
2. Take pride in your bus and refrain from littering it with paper or damaging it in any way.
3. Always wait until the bus has stopped before trying to get off or on.
4. Keep your seat on the bus and do not move around or stand up while the bus is in motion.
5. The driver should not be convers-

ing with others while the bus is in motion, so don't start a conversation with him.

6. Do not get in the road while waiting on the bus. Wait on the untraveled side of the road.

7. Talk very quietly so as not to confuse the driver. Unnecessary noise should always be avoided.

8. Be as orderly on the bus as you would be in the classroom.

9. Don't cause someone to stand because you are taking unnecessary room. Slip in so others can find a seat.

10. Shoving or pushing could result in a bad accident. Get in line according to the way you get off the bus, and keep the same seating arrangement each day that you have been assigned. Keep hands and hands inside the bus.

11. Be on time for your bus, and do not expect the driver to wait on you. He must get his load to school on time.

12. Always cross over in front when leaving the bus, so the driver may know you are safely across. Look up and down both ways before crossing the highway.

## Three States Lay Claim to Firsts

California—will spend \$2,000,000 next year for audio-visual education—largest sum ever made available for this service in one state. State and district support for county schools will total well over a million. Cities with separate audio-visual departments will spend an equal sum.

Wisconsin—added two educational radio stations to its proposed eight-station network. New stations, numbered five and six, will be located in western Wisconsin. First four stations are already in operation 1½ hours a day broadcasting music, classroom lessons, lectures, dramatic programs, talks on politics and national issues, without commercials.

New Jersey—took the lead in promoting life adjustment education. Fourteen high schools in as many communities volunteered to become testing-grounds for life adjustment education concepts. Cooperating high schools will experiment with the following courses: family living, social relationships, guidance, human relations, economic understanding, literature, man's environment, physical fitness, health, science, and applied mathematics.—*Educator's Washington Dispatch.*

## Quiz Kids Announce New Travel Plan

The famous Chicago Quiz Kids will share the spotlight with bright children in other parts of the country this year!

For the first time in the history of the show, the Quiz Kids will originate a large share of its Sunday afternoon network radio broadcasts from other cities, starring these cities' own gifted children, throughout the 1949-50 season.

It's all part of a new expansion program which the Miles Laboratories, sponsors of the Quiz Kids, have planned for the program this year to bring recognition to outstanding youngsters all over the country, and thus to demonstrate that under our fine American educational system the development of brains and personality far above the average can be found in children everywhere.

To choose the Quiz Kids who will represent their cities on the traveling network program, a member of the regular Quiz Kids staff will audition top students from public and parochial schools ahead of the broadcasts, and select five to appear in each of Quizmaster Joe Kelly's out-of-town classroom.

## Guidance Service Issues Bibliography

A Bibliography of free and inexpensive occupational pamphlet material has been issued by the Guidance Service Department of the Division of Vocational Education, State Department of Public Instruction.

This 11-page duplicated pamphlet includes 165 sources of materials concerning 110 occupations, ranging alphabetically from accounting to watchmaker. Principals, counselors and teachers may secure a copy of this Bibliography by writing Ella Stephens Barrett, Supervisor Occupational Information and Guidance, State Department of Public Instruction, Raleigh, N. C.

## Average Teacher's Salary in 1948-49

North Carolina's public school teachers were paid an average salary of \$2,234.69 from State funds in 1948-49, according to the Report on Audit of the State Nine Months' School Fund recently made public by the State Board of Education.

Classified principals, the report shows, were paid \$3,748.31 on an average, whereas superintendents received an average annual salary of \$5,646.90.

These salaries are based on what the State paid. In some instances, teachers, principals and superintendents secured additional pay from local funds—county or city. Actual average salaries, therefore, would be slightly greater than those indicated here.

The sum of \$54,173,389 was paid to the 24,242 teachers employed by the State, \$4,116,436 to the 1,365 principals and \$965,619 to the 171 superintendents—a total of \$60,255,444.

Average salaries paid the various group classifications, white, Negro, elementary, high school, etc., are shown below with comparison with 1947-48:

	1947-48	1948-49
All Teachers	\$1,942.37	\$2,234.69
White	1,923.90	2,209.99
Negro	1,990.46	2,295.81
Elementary Teachers	1,943.95	2,237.57
White	1,919.06	2,206.32
Negro	1,998.89	2,308.83
High School Teachers	1,940.94	2,223.19
White	1,941.56	2,223.07
Negro	1,938.64	2,223.62
All Principals	3,229.70	3,748.31
White	3,237.54	3,754.20
Negro	3,201.39	3,737.91
Elementary Principals	3,033.34	3,487.15
White	3,011.44	3,456.37
Negro	3,116.19	3,604.90
High School Principals	3,327.55	3,886.79
White	3,352.71	3,917.48
Negro	3,241.49	3,785.87
Teachers and Principals	3,131.35	3,215.38
White	2,022.21	2,299.24
Negro	2,040.82	2,355.97
Superintendents	4,886.61	5,646.90

## State Freshmen Make Amusing English Boners

College freshmen make boners in their English papers. Freshmen at North Carolina State College, however, make amusing boners, as the following examples collected by the English staff at State plainly show:

"The basis of a happy marriage is combatability."

"Martin Luther was a Doctor of Scared Theology."

"The machine is simply. Anybody can adjust its nonenclature."

"I do not think any Negroe is my equil mentally but still I do not think they should be Slaves."

"If everything isn't just as you would like it, always look at the brighter side of life, and it will work out for the better or the worst."

"People lie to keep from telling the truth."

"He realized when he read his habiutary column that he had made a fool of himself."

"Lowell's Biglow Papers was wrote in old New England English."

"O. Henry led a very unhappy life. He liked to sit around and drink and associate with low people, chiefly editors."

"The womarr is quite definitely affected in her professional pursuit by the processes of accruing a family."

"A personal essay has to be personal to be that that it is. Or otherwise it cannot be a personal essay."

"Raleigh is the capitall of North Carolina."

"I don't get nothing out of them stories hardly. I like to read about football."

"This hurt her pride, for she had never met a boy quite so irresponsible to her attractions."

"The author brings out thoughts we try not think about, at any rate, he talks about Woman, War, etc."

"Between weekends we went to skool."

"After knowing her for a while a person just can not get away from her lovely personality that is in her sole, but does not show at first."

"Lang-Que-Lin was this type of person. He was an old Chinese collie."

## Birth Rates are Higher

Birth rates for 1947 were higher than those for 1940 in every state, according to figures compiled by the Federal Security Agency.

The national average increased from 17.9 to 25.8 during this period. North Carolina's birth rate increased from 22.5 to 30.5. This State ranks eighth among the states in average rate with a total of 112,877 births in 1947.

New Mexico had the highest birth rate, 37.2 per 1,000 population. New York was at other end of the list with a rate of 22.8. The range in 1940 was from 27.6 in New Mexico to 14.4 in New Jersey.

## State Department to Hold Special Education Conference

A conference on Special Education for Handicapped Children will be held in Charlotte, January 20-21, 1950. It is announced by State Superintendent of Public Instruction, Clyde A. Erwin.

The conference will be devoted to the study and discussion of problems in the education of crippled children, speech and hearing defective children, children with defective vision, and children who are slow learning.

This conference is the first of its kind, and is being sponsored by the Division of Special Education of the Department of Public Instruction. In addition to representatives of the Department, participation will include representatives from the following other cooperating agencies: State Board of Public Welfare, State Board of Health, State Commission for the Blind, North Carolina Education Association, North Carolina Congress of Parents and Teachers, North Carolina Mental Hygiene Society, and the North Carolina League for Crippled Children.

Persons appearing on the program at general sessions include Dr. Clyde A. Erwin; Dr. Romaine P. Mackie, Specialist Schools for Handicapped U. S. Office of Education; Dr. Ellen Winston; Dr. J. Henry Highsmith; and Mr. W. F. Crodle.

According to Felix S. Barker, Director, Division of Special Education, the conference is open to teachers, other educational personnel, as well as doctors, nurses, psychologists, social workers, and parents. Persons may attend any or all of the meetings and study groups as they wish. There is no registration fee, no admission charge, or tuition.

## State Savings Bonds Office Will Supply New Stamp Albums

New 10 and 25-cent peacetime Savings Stamp albums for use in School Savings Programs now are available from State Savings Bonds office Greensboro, N. C.

Prepared at the insistence of teachers and volunteers who objected to continued use of the albums carrying wartime motifs, the new albums are printed in red and blue on single sheets of white paper folded to a size of three by six and a half inches. The front carries the American eagle and the School Savings seal. About half of the squares to be filled with Stamps contain illustrations of peacetime savings goals or slogans.

Because the supply at present is limited, teachers are asked to have students fill any old albums they may have started.

Teachers who just are beginning School Savings Programs may obtain the new albums for immediate use.

Since post offices will not have the new albums for distribution, teachers desiring them should contact their State Savings Bond office at once.

## Smith Announces Appointment of Teachey As Supervisor of Agriculture

A. L. Teachey, Supervisor of the Veterans Farmer Training Program of the Division of Vocational Education, was appointed by the State Board of Education on November 3 to the position of State Supervisor of Vocational Agriculture Education, effective December 1, 1949.

Roy H. Thomas, who has been State Supervisor from the beginning of Vocational Agriculture Education in 1917 becomes State Supervisor of Agricultural Education Research. G. K. Savage, Assistant Supervisor of Veterans Farmer Training Program will, under Mr. Teachey's direction, assume the responsibility for operating the Veteran's Program. All State offices are located in Tompkins Hall at North Carolina State College, Raleigh.

Announcement of these changes in the duties and responsibilities of this personnel was made by J. Warren Smith, Director of the Division of Vocational Education, State Department of Public Instruction, in letters to county and city superintendents and to teachers of vocational agriculture.



# State Rapidly Increases Financial Aid for Operation of Schools

## Audit Reports Show Objects for Which Funds Expended

North Carolina has been moving rapidly in increasing its financial aid from the State Treasury for operating its public schools. Using its power to tax, the State has collected increasingly more money for carrying on the State's business for the support of its agencies and institutions. The public schools have shown an increasing scale in the distribution of this money.

Table I

As table I below shows, expenditures for schools from State funds increased from approximately \$16 million in 1931-32 to more than \$71 million in 1943-49. This tremendous increase in State aid may be analyzed as follows:

1. The first years of the period marked the lowest phase of the financial depression that gripped the nation. Too, the State appropriation was based on the subject of a six-months' term. This beginning, therefore, was down at the bedrock of support.

2. When State support shifted from a six-months' to an eight months' term basis in 1933-34, there was very little increase in financial aid. However, as the economic situation became increasingly better, the schools by virtue of this broader foundation of support, received an increasingly larger share in the distribution of State funds.

3. In 1942-43 support was shifted from an 11-year program of instruction to a twelve year program. This was followed in 1943-44 to a nine-months' term.

4. During this entire period of upward trend in expenditures, the entire school personnel has benefitted by in-

creases in salaries.

5. During this period also, the cost of living has increased tremendously.

All of these facts help explain the yearly increases granted to public education by the General Assembly and the resultant expenditures. These figures do not include appropriations to vocational education, textbooks, and State administrative expenses.

The table shows the distribution of each year's administrative objects. Largest portion of the total was for instructional service. This object includes salaries and paid teachers and principals and a small amount for instructional supplies.

Next largest portion was for auxiliary agencies, this object in the main being concerned with school bus transportation. Other objects include local administration (general control), operation of plant (fuel, janitor service, etc.), and fixed charges (insurance, compensation). No State funds have been allotted to the object of maintenance of plant since 1934-35.

Local funds from fines, forfeitures and penalties are used for the purposes prescribed by this object.

Tables II and III

These two tables give by objects the expenditures from State funds in county and city units for the duration of the year 1943-49, school term ending in 1949.

In addition to these expenditures from State funds, these local units provide funds to supplement these various objects, to provide for capital outlay and for debt service obligations. These various local expenditures are not yet available for 1948-49.

Expenditures from State funds in

county units during this year ranged from \$98,512.58 in Chowan to \$1,314,472.04 in Buncombe. Among city units amounts expended from this service ranged from

\$56,832.72 in Pinehurst to \$1,569,217.00 in Charlotte.  
A total of \$51,904,822.15 was spent in county units. In city units the total was \$19,294,742.03.

## I. EXPENDITURES FOR PUBLIC SCHOOLS FROM STATE FUNDS IN THE UNITS

Year	General Control	Instructional Service	Operational Plant	Main-tenance of Plant	Fixed Charges	Auxiliary Agencies	Total
1931-32	\$59,552.41	\$2,253,968.88	\$50,955.36	\$24,338.92	\$9,634.10	\$1,552,158.93	\$1,940,983.93
1932-33	48,104.43	13,069,129.85	597,192.40	96,241.63	24,934.58	1,506,997.36	15,140,481.21
1933-34	48,062.40	13,439,070.32	957,192.40	96,241.63	24,934.58	1,506,997.36	16,106,650.75
1934-35	48,062.40	13,439,070.32	957,192.40	96,241.63	24,934.58	1,506,997.36	16,106,650.75
1935-36	57,152.66	17,857,760.99	1,027,255.97	102,725.57	9,423.80	1,879,057.40	19,233,361.02
1936-37	62,182.24	20,064,225.34	1,148,933.56	114,893.35	11,956.21	2,489,898.23	23,432,874.58
1937-38	62,986.17	20,704,455.89	1,183,967.35	118,396.73	11,298.99	2,393,322.03	24,388,978.54
1938-39	62,986.17	20,704,455.89	1,183,967.35	118,396.73	11,298.99	2,393,322.03	24,388,978.54
1939-40	62,986.17	20,704,455.89	1,183,967.35	118,396.73	11,298.99	2,393,322.03	24,388,978.54
1940-41	63,623.24	22,247,604.41	1,308,334.73	130,834.73	14,015.41	2,585,611.99	25,902,324.91
1941-42	719,757.60	23,417,844.64	1,450,997.37	145,099.73	16,682.67	2,243,322.75	27,842,625.43
1942-43	1,017,297.37	25,439,443.35	1,860,916.67	186,091.67	15,636.03	2,519,358.97	30,988,788.59
1943-44	1,011,154.73	32,002,289.78	1,983,446.19	198,346.19	19,096.21	3,501,321.62	35,988,008.53
1944-45	1,111,762.65	37,420,711.99	2,065,156.80	206,515.80	23,132.09	3,550,375.51	43,571,169.38
1945-46	1,111,762.65	37,420,711.99	2,065,156.80	206,515.80	23,132.09	3,550,375.51	43,571,169.38
1946-47	1,465,278.60	40,307,432.66	2,957,788.89	295,788.89	26,841.16	6,434,054.31	60,588,108.32
1947-48	1,465,278.60	40,307,432.66	2,957,788.89	295,788.89	26,841.16	6,434,054.31	60,588,108.32
1948-49	1,591,576.50	59,631,523.32	3,585,872.94	358,587.24	20,788.99	6,369,792.43	71,199,554.18

\* Six months fund.

† Beginning support of eight months term.

‡ Beginning support of nine months term.

## II. EXPENDITURES BY OBJECTS, STATE FUNDS, 1948-49

Units	General Control	Instructional Service	Operational Plant	Main-tenance of Plant	Fixed Charges	Auxiliary Agencies	Total Expenditures
Albemarle	\$1,107.35	\$31,269.43	\$3,457.89	\$1,208.90	\$34.00	\$9,571.27	\$72,789.85
Alexander	9,106.21	242,344.45	14,579.93	1,457.99	63.00	54,880.41	282,141.32
Alleghany	8,106.95	125,215.83	13,970.66	1,397.66	63.00	32,244.46	176,653.90
Ashe	10,655.38	364,228.49	14,161.70	1,416.70	63.00	41,559.10	429,884.23
Ashley	9,244.77	244,382.63	15,558.91	1,558.91	80.00	33,921.40	303,192.71
Beaufort	10,926.26	43,824.05	2,903.55	290.35	1,380.65	52,317.49	68,378.50
Bladen	10,733.35	52,984.26	2,166.13	216.63	38.00	81,203.69	63,913.63
Brunswick	9,293.98	113,998.44	16,098.18	1,609.18	35.25	55,212.20	194,712.80
Burke	10,926.26	142,476.58	29,770.92	2,977.09	63.00	68,897.47	250,236.97
Camden	10,346.60	436,959.69	18,438.42	1,843.84	10.00	44,282.23	520,166.94
Catawba	10,841.40	52,455.95	3,988.88	398.88	17.00	12,458.58	70,745.63
Caldwell	10,841.40	52,455.95	3,988.88	398.88	17.00	33,549.52	36,978.38
Chatham	10,841.40	52,455.95	3,988.88	398.88	17.00	56,984.04	41,298.18
Cherokee	10,841.40	52,455.95	3,988.88	398.88	17.00	79,302.61	42,421.68
Chowan	7,347.31	167,817.52	4,881.03	488.10	25.00	25,410.58	187,226.39

## III. EXPENDITURES BY OBJECTS, STATE FUNDS, 1948-49

THE JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION  
PUBLISHED WEEKLY  
CHICAGO, ILL., MAY 11, 1938  
Vol. 55, No. 20



## P.T.A. Membership Increases

Membership in North Carolina Parent-Teacher Associations reached an all-time high in 1948-49 when the count totaled 189,192. This was nearly 15,000 more than the next preceding year.

The number of local units increased from 781 to 821, 40 above the 1947-48 year. Only eight states exceed North Carolina in P. T. A. memberships—California, Ohio, Illinois, Texas, Pennsylvania, New York, New Jersey and Tennessee.

## The World Educates

*Argentina.* The Ministry of Education has decided to open 30 new secondary schools, to be located in different regions of the country.

*Australia.* There is at present a shortage of 10,000 teachers in Australia, and many teachers are resigning to take up more lucrative employment.

*Canada.* The shortage of teachers is causing great anxiety in Canada, and each province is taking special measures to interest the public much more in schools.

*France.* As the dearth of school premises is becoming ever more acute, some industrialists, wishing to prove that the problems can be solved by pre-fabricated buildings, had the necessary materials and workmen brought over by air from England.

*Great Britain.* A return the first school day in January, 1949, shows that the total school roll in London has increased by 15,500 (to 364,705) in a year and that there are 502 more classes in London schools.

*India.* The Bombay Government has announced a ten years plan to make the 666,000 illiterates of the city literate, at an estimated cost of 55 lakhs of rupees.

*Norway.* School dinners have been gradually replaced by the famous Oslo Breakfast (milk, whole-meal bread, margarine and self cheese, with half an apple or half an orange, or 2 oz. of raw carrots), introduced by Dr. Carl Schiotz, Chief Medical Officer for the schools of Oslo.

*United States.* Plans are under way for a 1950 White House Conference on the nation's children; Congress has appropriated \$75,000 to the Children's Bureau for preliminary work.

*U.S.S.R.* According to *Moscow News*, there were 32,000,000 primary and secondary school children enrolled to start the new school year last September, (1948)

## WHY EXECUTIVES FAIL

*Recent issue of American Management Association's The Management Review, quotes Burling B. Gardner, published in the September number of Commerce, on twelve character traits which cause executives to fail.*

Research into the personalities of executives, successful and unsuccessful, reveals that the outward behavior which leads to incompetence, resignation, or discharge is usually an end product, and that the raw material of failure lies buried in emotions and attitudes. Among the most common causes of failure are twelve traits:

1. *Inability to see the forest.* A detail-minded person is often a practical, realistic man who is concerned with individual trees. Many such men are considered for promotion into executive ranks on the basis of excellent work in supervisory or departmental functions. If their organizing abilities are really limited to concrete factors, however, it is unlikely they will be equally competent on an executive level, where their vision must be broader.

2. *Failure to carry responsibilities.* Going up the scale of executive functions, an increase in responsibility and the need for initiative and self-control are progressive. In executive positions, there are always alternative solutions to problems. Timing is something to be planned and calculated—even goals may be undetermined. The executive responsibility is to deal with such factors.

3. *Unconscious desire to be something else.* The basic urges of many capable people lie in directions other than executive work, though they rarely realize this themselves and often get into executive posts.

4. *Unconscious desire to be someone else.* Many men have an intense desire for success which appears at first to be the drive and ambition characteristic of good executives. Often, however, the desire for an executive position is merely a means to some other end and a man has no interest in the work for its own satisfactions. Men so motivated will seek and accept responsibility far beyond their own capabilities, but they do not as a rule last long as executives.

5. *Yen for express trains.* In some cases, junior executives fail to realize their ambition for a top executive role because they are completely bored with intermediary tasks. They cannot or will not perform at routine levels and therefore are not promoted to the positions of authority dictated by their ambitions and potentialities.

6. *Inability to make room for other people.* Most executives must cooperate with their associates, give help on mutual problems. They should be able to accept criticism and not take umbrage at dissenting viewpoints. Resentment of others comes from a variety of sources. It may be a carry-over from the role of a favored child who always got the privileges, or an arrogance which turns to rage at the first frustration. Whatever the cause, this trait is incompatible with success as an executive.

7. *Resistance to authority.* The attitude of an adult toward authority and the emotions aroused by discipline often carry a trace of the attitudes of the child toward the parent. The man who has never outgrown his anger at the way his father threw his weight around at home or forgiven his mother for her pleas for more filial devotion frequently shows a rebelliousness against organizational authority. There is the chronic latecomer, the man who somehow forgets important meetings and messages for his boss, and the real problem character who demands special privileges or ignores directions.

8. *Arrogance with subordinates.* Difficulty in supervising is common among executives. In a position carrying supervisory power, traits may appear which are apparently in sharp contrast to customary behavior. The man of intense ambition may overlook the need to be considerate of subordinates.

9. *Prejudices which interfere with judgment.* An executive may unwittingly place a ceiling on the level of responsibility he can handle because of systematic personal bias which leads him to interpret situations in terms of his own fixed ideas about himself and others. Often these prejudices originate in his background. Sometimes these personal ideas result in a feeling on his part that his boss is "favoring" someone else, or his associates "are out to get him," or his subordinates "are trying to undermine him." These prejudices rapidly undermine a man's efforts.

10. *Overemphasis on work.* Some men live their work to an extraordinary extent and regard their personal lives as expendable. This channeling of interest is often apparent in successful executives, but even so, it marks an unbalanced situation. It can result in hypersensitivity to any frustration on the job, almost always leads to trouble if things are not going well. This concentration of drive often arises from a sharply disciplined childhood in which the youth was continually required



## Board Approves Additional Funds for School Buildings

Projects totaling \$970,047.19 were approved by the State Board of Education at its November 3 meeting.

These projects were in the following units: Alamance, Brunswick, Caswell, Graham, and Warren Counties; and Elm City, Pinehurst and Wilson city units. Projects for white children totaled \$736,901.42. Negro projects totaled \$233,145.77.

At the September meeting of the Board the sum of \$1,510,640.20 for 12 projects was approved. At its October meeting projects approved totaled \$1,087,296.23. Total State funds approved now equals \$3,567,983.62. A total of \$50 million in State funds is available for school plant improvement, \$25 million appropriated by the General Assembly of 1949 and another \$25 million voted in bonds.

In addition to these State funds, the people in 1948-49 voted bonds, which have been issued, on a local basis in the amount of \$13,281,000. Since June 30, 1949, the sum of \$8,896,000 in bonds have been issued, and to October 29, 1949, bonds in the total amount of \$21,316,000 have been authorized but not issued. This total of \$43,583,000 in local bond issues with additional bonds authorized since that date makes with State funds approximately \$100 million currently in sight for school building purposes. It is estimated that before the present building program ends that close on to \$150 million will be spent in improving North Carolina's public school plant.

## Foundation Announces 1950 Poster Contest

The 1950 Poster Contest conducted annually by the Latham Foundation for the promotion of Humane Education was announced recently by John de Lamos, Art Director.

Purpose of the contest is "to inculcate the higher principles of Humanness upon which the peace and happiness of the world depend; to emphasize the spiritual fundamentals of Peace to stop war; to promote the character building of the child by an understanding of universal kinship; and to foster a deeper understanding of and sympathy with man's relations—the animals—who cannot speak for themselves."

Cash prizes will be awarded winning contestants. Five groups are announced; Group 1 for grades 1, 2 and 3; Group 2 for grades 4, 5 and 6; Group 3 for grades 7, 8 and 9; Group 4 for grades 10, 11 and 12; Group 5 for art schools and colleges; and Group 6 professionals. First prizes ranging from \$2.00 each for winners in Group 1 to \$100 each for winners in Groups 5 and 6 will be awarded. In addition students of Groups 4 and 5 are eligible for 22 scholarships to the nation's leading art schools.

Further information concerning the rules and regulations governing the contest may be obtained from John de Lamos, Art Director, Latham Foundation for the Promotion of Humane Education, Box 1322, Stanford, Calif.

## Distributive Education Service Holds Waitress Training School

A waitress training program was provided to the waiters and waitresses, soda fountain and lunch counter personnel of Raleigh through the Distributive Education Services of the Department of Public Instruction and the Raleigh Public Schools from November 30 to December 9. This program was sponsored by the Raleigh Restaurant Association.

Subjects covered in 8 one-hour sessions were: Customer Relations, Employer-Employee Relations, Employee-Employee Relations, Safety Practices, Professional Grooming, Table Service and Set-ups, Correct Service, and Sanitation.

Miss Gage Morton, Restaurant Training Specialist of the Distributive Education Service was the instructor. Meetings were held at the S. and W. Cafeteria.

## States Collect Taxes From Many Sources

Taxes with which the states operate their governments including the financial aid provided the public schools come from many sources, according to a recent study of the Research Division of the National Education Association.

The percentage of income from each type of tax levied in 1948 by the states, the study shows, ranges from 3.6 per cent from property taxes to 19.0 per cent from general sales and use taxes. Percentages from various sources were as follows:

Type	Per Cent
General sales and use	19.0
Motor vehicle fuel sales	16.2
Unemployment compensation	13.6
Motor vehicle license and privilege	7.6
Corporation income	7.5
Miscellaneous sales and use	6.9
Individual income	6.4
Alcoholic beverage sales and use	5.5
Miscellaneous license and privilege	5.0
Other*	4.4
Tobacco sales and use	4.3
Property	3.6

State taxes from these sources increased an average of 44.7 per cent from 1944 to 1948. Largest increase, 111.9 per cent, was from tobacco sales and use. Lowest, unemployment compensation, showed a decrease of 19.7 per cent.

\* Inheritance, estate, gift, severance, types of corporations and others.

to prove his worth. It is also characteristic of some men who were faced with the competition of older children in their families. Or it may spring from feelings of inadequacy and real or imagined handicaps in purely social contacts.

11. *Gratuitation toward self-destruction.* Some men fear success. They will work earnestly for it, in accord with their training, the demands of their social group, or of their family. But when it becomes too attainable, they cut themselves down because they fear the responsibility. These deep, irrational beliefs can also spring from early family life—where the child is forced to try but never quite succeeds, or, more important, where he has never been praised for even partial youthful successes. Sons of successful fathers often feel this subconscious urge for failure. So also children who are impetuously disciplined and just as impetuously forgiven may grow up unconsciously provoking punishment in order to receive affectionate forgiveness. In any case, self-destruction lies behind more failures and half-failures than is commonly recognized.

12. *Mental ailments.* Like other people, executives are subject to nervous and mental disorders. In many cases a man may work effectively to a position of considerable importance before his disorder impedes his work. The most common ailment among unsuccessful executives is a deep and abiding depression: They believe they are not so productive or admirable as they should be.

Failure as an executive is not a broad indictment. Many men who fail in executive work are capable, effective individuals whose basic philosophy of life differs from the decision-making, action-oriented one of the successful executive. Often these same men succeed on an equal or higher level in other fields.

## Agency Features Topic of the Month for Social Science Teachers

Teachers in the social sciences who have been having difficulty in finding materials that would clearly relate important current events to economic textbook theory will be interested in a monthly publication now being issued by Economic Service Agency of Washington, D. C. This bulletin, called *Topic of the Month*, features one major topic each month and discusses it, in layman's language, from the economist's point of view.

Subjects dealt with are those currently under public scrutiny, such as the British sterling crisis, international cartels, ERP, social security, electric power, farm price supports, economic problems of the South, and housing. The *Topic* presents the background, problems, and proposed solutions and their implications.

The publication is particularly adaptable to class discussion, not only because of the background material it provides, but because of its presentation of these that may be subjected to

critical analysis. The instructor pressed for classroom time may assign it for outside reading, and depend on the publication itself to arouse the student's awareness that here are practical examples of economic concepts in action. The Topics also of course provide good reference material on each subject covered.

Numbering of the paragraphs makes it easy to refer to specific points in each Topic, and the punched margin facilitates filing.

Group discounts are available, even when the individual copies are mailed to different addresses, and complimentary copies are made available to instructors. Send request to Economic Service Agency, 1603 K St., N.W., Washington 6, D. C.

Economic Service Agency, publisher of *Topic of the Month*, is a private organization for research, consultation, and publication in the field of economics.

## Sales Executives Announce Essay Contest

National Sales Executives announce a nationwide essay contest for secondary school students.

The student writing the winning essay of 1,000 words or less on the subject, "Selling as a Career," will receive a prize of \$1,000 and a three day all expense trip to the National Sales Executive Convention in Detroit, Michigan which will be held May 24-26, 1950. Additional National prizes include: \$250 for second prize, \$100 for third prize, \$50 each for the next seven essays, and fifty certificates of award.

All regularly enrolled secondary school students are eligible for the contest which has been approved by the National Association of Secondary School Principals. The contest will run from October 1, 1949 through April 15, 1950. The dates for each local contest are determined by the school authorities and sponsoring clubs.

Each entry must be certified as original by a principal or teacher of the school attended by the student. The contest will be conducted through National Sales Executive's ninety local sales executive clubs. If there is no club in your community contact National Sales Executives, Hotel Shelton, 49th St. and Lexington Avenue, New York 17, N. Y. for further information.

## School Planning Institute Held

State College's School of Design and the State Department's Division of Schoolhouse Planning collaborated in holding an Institute of School Planning at State College on November 14-16.

The purpose of the institute, according to State Superintendent Clyde A. Erwin, was to improve and achieve design standards in the current school building expansion program. In addition to Superintendent Erwin, a number of experts in the field of design were heard.

About 175 architects and school officials registered for the institute.

## State Keeps 72 Per Cent Of Teachers Trained

North Carolina employs 72 per cent of the teachers trained in this State. Twenty-eight per cent seek employment elsewhere.

These facts were learned by Dr. Alice P. McCartha, assistant director of instruction of the Guilford County schools, from a study she made in part fulfillment of the requirements for her Ed.D. degree last year at a Florida institution. Dr. McCartha is a native of Illinois, and is remembered by North Carolina educators as Alice Paulkush with the North Carolina Education Association.

Dr. McCartha found the following other facts about North Carolina teachers from her study:

1. About 2,100 new teachers are required each year—some for new positions created to take care of increased enrollment and others to replace those who leave the profession by retirement, death, or otherwise.

2. About 600 teachers come into the State from other states. Sixty per cent of these come from adjoining states—South Carolina, Virginia, Tennessee and Georgia. Others come from Kentucky, Alabama, West Virginia, New York, and as did Dr. McCartha, Illinois.

3. Thirty per cent of these 600 imported teachers come from South Carolina. This magnetic pull of North Carolina for South Carolina teachers is the heaviest strain of its kind between any two southeastern states.

4. These imported teachers are usually the best trained—about 90 per cent have master's or bachelor's degrees.

5. They come to North Carolina because "North Carolina is becoming increasingly progressive in the field of education, and because it's a nice State anyway."

## Junior Town Meeting League Issues Discussion Booklet

"What are the newest techniques for discussion in secondary schools?" and "How can group discussion be evaluated as a learning process?" are two important problems dealt with in a new book, entitled: "LEARNING THROUGH GROUP DISCUSSION," just published by the Junior Town Meeting League.

Leaders and specialists in education from different parts of the country met in a special workshop to study and improve discussion techniques and evaluation. The result of their study appears in this book prepared especially for teachers and administrators.

Teachers will find practical suggestions on how to improve the study and discussion of current problems. New refinement of specific discussion techniques, and illustrations of different levels of discussion are described in detail. New material on evaluation of discussion is included for the first time.

Every teacher and administrator concerned with the problem of effective citizenship education will want to read this important book. It may be secured, free of charge, from Junior Town Meeting League, 400 South Front Street, Columbus 15, Ohio.

## SCA Announces Science Talent Search

The Ninth Annual Science Talent Search, conducted by Science Clubs of America, is announced by Watson Davis, Director.

High school seniors, who expect to complete college entrance qualifications prior to October 1, 1950, are eligible to enter the competition conducted. Each contestant must take an examination on or after December 5, 1949. Each contestant must also submit an essay about 1,000 words in length on the subject: "My Scientific Project."

Scholarships and other awards will be awarded successful contestants.

Rules and regulations governing this competition may be obtained from Science Clubs of America, 1719 N St., N.W., Washington 6, D. C.

## State Agencies to Issue Resource Bulletin Series

A number of State agencies are co-operating in the production of a series of resource bulletins which will cover most of the State's major resources.

The first two in this series will be published in December, 1949, and are: "Public Welfare in North Carolina," 32 pages, by the Department of Public Welfare, Raleigh.

"Our Wildlife and Its Wise Use," 90 pages, by the North Carolina Wildlife Resources Commission, Raleigh.

Additional bulletins are contemplated covering the fields of forestry, water, minerals, soil conservation, agriculture, industry, and a directory of State agencies.

This series is being sponsored as one of the cooperative projects of the North Carolina Resource-Use Education Commission.

## Australian Invents International Language

Mr. H. Wilshire, senior modern language master at a Sydney grammar school a year ago invented Unolock an International language which can be learnt in three months. Today, he and six school boys can speak the language. Unolock, he says, means (in Unolock) UNO language. It is based on phonetics and word forms from English, French, Spanish, Russian, Italian, German and Japanese. Mr. Wilshire aims to expand the present 1,260 basic words to 50,000. He has written two books on the subject which he hopes to have published in London shortly.

## America's Conservation Pledge



America's Conservation Pledge, a 30-word creed defining the term "conservation" and calling the attention of all to the necessity for preserving our remaining natural resources, is now in its third year of service to the nation.

The Pledge had its origin in a national competition, with \$5,000 in prizes, sponsored by OUTDOOR LIFE magazine in 1946. The winning Pledge was written by L. L. Foreman, of Santa Fe, New Mexico.

On December 7, 1946, at a public ceremony in Washington, the Conservation Pledge was presented to the nation through former Secretary of the Interior Krug. Immediately thereafter, the Pledge was put to use all over the country: In schools, where its regular recital by students has often brought the first knowledge of what the word "conservation" really means and why natural resources should be preserved; among youth organizations, including groups of Scouts, Camp Fire Girls, and 4-H Clubs; by sportsman's clubs, hundreds of which have adopted the Pledge as their official doctrine by state and federal agencies, notably the U. S. Department of Agriculture, the U. S. Department of the Interior, and the conservation departments of the various states; and by civic groups, private individuals, and business houses.

The Pledge has been adopted by the American Museum of Natural History. It appears in the official literature and mailings of many of the state fish and game and conservation departments. It is also used in the advertising and on the stationery of many business houses. Sportsman's clubs all over America imprint the Pledge design on their membership cards, on posters, and on their club stationery.

## Cash Awards Offered For Creative Work

One hundred scholarships valued at more than \$40,000 and 1,020 cash awards are among the opportunities offered in the 26th annual national scholastic awards for art, photography and writing open to junior and senior high school students, Scholastic Magazine announces.

To give recognition to outstanding creative work in fine arts and photography, numerous regional awards also will be made by Scholastic Magazines and the 45 leading department stores from coast to coast which are co-sponsors. Regional exhibitions of winning art entries in these stores will precede the National High School Art Exhibition in the Carnegie Institute, Pittsburgh, and the National Scholastic-Ansoo Photography Exhibition at Rockefeller Plaza, New York City.

Entries are invited in 24 art media and nine photography classifications. The national deadline for art and photography entries is March 15; regional deadlines are earlier.

Much of the best student writing will be published in the various Scholastic Magazines—*Literary Cavalcade*, *Senior Scholastic*, *Junior Scholastic*, *World Week* and *Practical English*. Many winning pieces in Art and Photography also will be reproduced.

The national deadline for writing awards entries is March 1, with an earlier deadline for regional entries. The awards have the approval of the Committee on Contests of the National Association of Secondary School Principals. Free rules booklets for all awards may be obtained from Scholastic Magazines, 7 East 12th Street, New York 3, N. Y.

The U. S. Forest Service has distributed hundreds of thousands of copies of the Pledge to schools, as have state conservation departments.

OUTDOOR LIFE has spent many thousands of dollars and a great amount of time and effort to bring the Conservation Pledge to every American.

This magazine has sought the widest possible publicity for the Pledge, but has never asked recognition for its part in originating and developing it. This is America's Conservation Pledge, in every respect, just as conservation is America's problem.



## Hillman Studies Demand for New Teachers

A request for the number of new teachers employed in the public schools has been made to county and city superintendents by Dr. James E. Hillman, Director Division of Professional Service, State Department of Public Instruction.

This is a part of a national study sponsored by the National Commission on Teacher Education and Professional Standards of the National Education Association. The term "new" as used in this survey is defined as one who is teaching in 1949-50 but who did not teach anywhere in 1948-49. Information is requested for one teacher schools, for teachers of grades 1-3, for those in grades 4-8, and for secondary school teachers by subjects for both white and Negro schools.

## State Has 182 Accredited High Schools for Negroes

North Carolina has 182 accredited public high schools for Negroes. In addition there are five accredited private schools for this race.

Twenty-five of these public schools and three of the private schools are also accredited by the Southern Association of Colleges and Secondary Schools.

"Accredited" means that the school has met the minimum standards set by the Department of Public Instruction or the Southern Association, as the case may be.

There are 230 public high schools and six private high schools for Negroes in the State. This leaves 48 public schools and one private school that are not accredited.

## High Schools for Negroes Enroll 40,666

There were 40,666 students enrolled in the 230 public high schools for Negroes during 1948-49, according to recent compilations made by the Division of Negro Education by the State Department of Public Instruction.

Of this number 23,493 were enrolled in 165 rural high schools and 17,173 were in the 65 city high schools.

By grades these students were distributed as follows: First year, 15,012; second year, 10,924; third year, 8,297; fourth year, 6,415; and 18 for a fifth year.

The 230 schools employed 1,498 teachers and a total of 5,793 students graduated in 1949.

## Music Posters

Posters aimed at stimulating children's interest in music are being made available to schools and libraries by the American Music Conference, a public service organization in Chicago. The posters are 17 x 22 inches and are printed in three colors.

First in the series depicts a youngster listening enraptured to music. In the background is a picture of a school orchestra and chorus. The message reads: "Yes, You Can."

Other posters in the series will present other approaches to the theme that every child can benefit from musical activity in the school.

The American Music Conference is located at 332 South Michigan Ave., Chicago 4, Illinois.

## Release Time Now Illegal in Colorado

John W. Metzger, Attorney General of the State of Colorado, has ruled that students in that state attending public schools cannot be released from classes for religious instruction, whether on or off the school grounds.

The opinion was the result of an inquiry of the Rev. Edward A. Leyder, Superintendent of Roman Catholic schools in Northern Colorado. Referring to the question posed, the Attorney General said the so-called "released-time" plan of religious education "is unlawful in Colorado because the constitution of the State of Colorado specifically states, 'No sectarian tenets or doctrines shall ever be taught in the public schools'."

## PROGRESS IN PUBLIC EDUCATION

	1899-1900	1922-1923	1947-1948
Current expense and debt service	\$1,091,611	\$29,851,789	\$ 77,854,637.89
Expenditures for current expense only	949,999	17,251,486	72,655,102.00
State funds	100,000	797,913	62,655,102.00
Expended for capital outlay	41,612	12,600,303	11,256,835.00
Value of school property	1,695,250	48,874,830	166,067,207.00
No. of teachers and principals	8,320	20,536	26,617
Average annual salary	\$92	\$688.63	\$2,016.00
Average school term in days	77	141.2	179.9
School enrollment	409,452	775,495	855,853
Per cent enrollment in attendance	58.0	71.6	87.8
No. of public high schools	*30	262	962
Public high school enrollment	*2,000	51,521	164,432
No. of buses		858	5,214
No. of pupils transported		31,544	348,100
No. of schools offering agriculture		79	481
No. of schools offering home economics		81	400

\* Estimated.

## PUBLIC HIGH SCHOOLS—1947-48

	WHITE			NEGRO			TOTAL		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
No. of Schools			*730			226			956
Accredited			699			181			880
Non-Accredited			31			45			76
No. of Teachers	1,997	3,411	5,408	628	752	1,380	2,625	4,163	6,788
Enrollment	59,449	69,288	128,737	15,422	22,939	38,361	74,871	92,227	167,098
Av. Daily Attendance	50,791	61,175	111,966	12,729	19,626	32,355	63,520	80,801	144,321
Per Cent in A.D.A.	85.4	88.3	86.9	82.5	85.5	84.3	84.8	87.6	86.3
Enrollment:									
First Year	20,517	22,191	42,708	5,899	8,102	14,001	26,416	30,293	56,709
Second Year	16,191	19,110	35,301	4,286	6,340	10,626	20,477	25,450	45,927
Third Year	12,606	15,359	27,965	3,084	4,836	7,920	15,690	20,195	35,885
Fourth Year	10,135	12,628	22,763	2,153	3,661	5,814	12,288	16,289	28,577
Av. Daily Attend.:									
First Year	17,100	19,327	36,427	4,760	6,841	11,601	21,860	26,168	48,028
Second Year	13,741	16,788	30,529	3,490	5,481	8,971	17,231	22,269	39,500
Third Year	10,902	13,559	24,461	2,566	4,087	6,653	13,468	17,646	31,114
Fourth Year	9,048	11,501	20,549	1,913	3,217	5,130	10,961	14,718	25,679
Graduates	9,271	11,899	21,170	1,868	3,214	5,082	11,139	15,113	26,252

\* Includes 15 junior high schools which carry the ratings of the senior high schools with which they are connected.

# THE ATTORNEY GENERAL RULES

## TWO STATE SALARY CHECKS; TEACHER'S DISMISSAL AND RULINGS REGARDING CERTIFICATION

In reply to inquiry: I received your letter of August 11th in which you request me to furnish one of your residents information in regard to three questions which were submitted to you, and which I will attempt to answer:

"(1) Is it legal for a State employee, (Superintendent of schools) to receive two State salary checks concurrently?"

There is no Statute dealing with this subject. It is a matter of budgetary control and regulation. If an employee is serving in two capacities which do not conflict and if there is budgetary approval of receiving two checks, there is no legal reason why it should not be done.

"(2) What are the legal grounds for a teacher's dismissal?"

The grounds for dismissal of teachers are set out in G. S. 115-143, which provides that the school committee of a District or Board of Trustees in a City Administrative Unit, with the approval of the Superintendent, may dismiss a teacher for immoral or disreputable conduct in the community or for failure to comply with the provisions of the contract, or who may prove herself incompetent, or may wilfully refuse to discharge the duties of the public school teacher, or who may be consistently neglectful of such duties. This section provides that a teacher cannot be dismissed until the charges have been filed in writing and the teacher given five days' notice and an opportunity to be heard and provides for the right of an appeal to the county board of education.

This, however, has nothing to do with the right of the board and the school committee to not elect a teacher at the end of the school term which they have a right to refuse to do without assigning any cause therefor.

"(3) What recourse does a teacher have when a Superintendent fails to inform her of new rulings regarding certificates, and by which failure a teacher loses a rating due to 'Statute of Limitations'?"

I am sending a copy of this letter to Dr. Clyde A. Erwin in order that he might attempt to advise you with regard to this last question as I am not familiar with the subject of inquiry.—Attorney General, August 13, 1949.

Superintendent Erwin's reply:

The third question in your letter of August 11 to Attorney General Harry

McMullan has been referred to this office for reply. The question reads as follows:

"What recourse does a teacher have when a Superintendent fails to inform her of new rulings regarding certificates and by which failure a teacher loses a rating due to 'Statute of Limitations'?"

We have never had a question of this kind submitted to us and I do not know of any administrative ruling or regulation which would cover it. Frankly, however, I do not know of any penalty that would accrue to the superintendent under our regulations, nor do I know of any extenuating action which might be taken for the relief of the teacher. Officially, there would appear to be no recourse but of course anyone has recourse in court with reference to the action of any individual when such action causes personal loss or damage.

—Superintendent Erwin, August 30, 1949.

## CITY ADMINISTRATIVE UNITS; ENLARGEMENT OF CITY ADMINISTRATIVE UNIT; LEVYING SUPPLE- MENTARY TAXES

In reply to your recent inquiry: I received your letter of October 6 in which you discuss the question as to the authority provided by existing statutes for the extension of the boundaries of the \_\_\_\_\_ Administrative Unit, which are presently coterminous with the corporate limits of the City of \_\_\_\_\_, to include all of the territory within \_\_\_\_\_, so as to provide for the levy of a special tax in the same amount now levied in the \_\_\_\_\_ District in the extended boundaries.

You refer to G. S. 115-192 and raise the question as to whether or not this statute has been repealed except for the limited purposes stated in G. S. 115-185.

G. S. 115-192 was amended by Chapter 918 of the Session Laws of 1949 to provide for the adoption of a tax by a majority of the qualified voters who vote in the elections held thereunder to conform to the present amendment of the Constitution, Article VII, Section 7.

I think it might be well argued that G. S. 115-192 has been, in effect, reenacted by the adoption of the amendment provided by said Chapter 918, but

I believe it is unnecessary to pass upon this question as the authority provided by G. S. 115-561 for the enlargement of the boundaries of your administrative unit is adequate to accomplish the result that you have in mind and practically makes the same provisions as found in G. S. 115-192. This section was amended by Chapter 918 of the Session Laws of 1949 to make it conform to Article VII, Section 7, of the Constitution, as amended, requiring only a majority of those voting in an election to adopt the tax rate and enlarge the boundaries. By following the procedure outlined in this section, I see no reason why the city administrative unit could not be enlarged upon a favorable vote of the people to be included. The word "district" is defined by G. S. 115-9 and includes a city administrative unit having a school population of one thousand or more which has voted supplements to be provided by local tax funds.

G. S. 115-352 (Michie's 1947 Cumulative Supplement) was amended so as to permit the State Board of Education to alter the boundaries of any city administrative unit, if the enlargement is voted, and it would then be in order to petition the State Board of education to enlarge the boundaries of the city administrative unit to include the additional territory. — Attorney General, October 10, 1949.

## ENLARGING BOUNDARY LINES OF BOND DISTRICT

In reply to your recent inquiry: Consideration has been given to your letter of September 19th in which you raise the question as to the manner in which a special bond school district, created under the provisions of Chapter 382 of the Session Laws of 1947, may be enlarged.

I have read your letter with interest and have made some examination of the Statutes and do not find that any provision has been made for the enlargement of the boundaries of school bond taxing districts created under the provisions of said Chapter 382. In the absence of such provision it seems to me that the district could not be enlarged by a petition of the persons residing within the area desired to be included, and it is my opinion that under Article VII, Section 7 of the Constitution, it would be necessary to have a vote of the people to authorize the imposition of tax for such purpose unless it could be established that the taxes were levied for the purpose of providing school

(Continued on Page 16)

## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, Dec. 1944)

Miss Ethel Perkins, native of Reidsville and teacher in the Lexington schools, was elected secretary-treasurer of the North Carolina Education Association at a meeting of the board of directors on Saturday, November 4.

Wade M. Jenkins, principal of the Massey Hill School, Cumberland County, for the past 11 years, has been elected superintendent of schools of Union County, effective about December 1.

Charles H. Warren, who has been on leave of absence with the armed forces, returned to the States on October 22 and on November 15 resumed his work as head of the Rehabilitation Service of the Division of Vocational Education.

Dr. Clyde A. Erwin, State Superintendent of Public Instruction, addressed the monthly meeting of Durham City teachers, discussing "Educational Work in the State Schools and the New Legislative Program."

### 10 Years Ago

(N. C. Public School Bulletin, Dec. 1939)

Dr. J. Henry Highsmith and Mr. T. E. Browne are cooperating with the Bureau of Educational Research and Service of the University, Chapel Hill, in making a survey of the Leaksville Township schools.

Dr. N. C. Newbold, who underwent an operation at Duke University Hospital some weeks ago, has returned to his office.

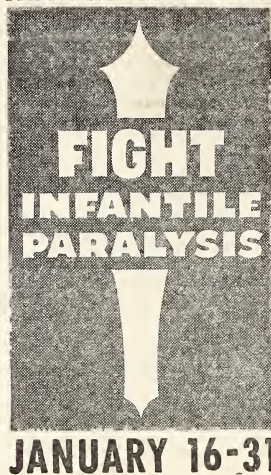
Mr. S. Marion Justice, Vocational Information and Guidance Adviser, and Miss Julia Wetherington of the Instructional Service Division are assisting the teachers of Vance County in a program of Guidance which includes the cooperative work of every teacher in every school for every pupil.

Dr. James E. Hillman was reelected secretary-treasurer of the North Carolina College Conference, which met at Greensboro on October 24-25.

At the biennial session of the North Carolina Library Association held at Southern Pines on October 26-28, Mrs. Mary Peacock Douglas was elected president for the ensuing biennium.

Six booklets for adult students and teachers have recently been issued by the State Superintendent of Public Instruction.

## MARCH OF DIMES



### Transportation Meetings Held

Meetings of superintendents and chief bus mechanics were held throughout the State the latter part of November and early December.

These meetings were called by C. C. Brown, Director of the Division of Transportation, State Board of Education. According to Mr. Brown, these meetings were held in order "to discuss and agree upon certain things and the proper uniform procedures to be used in desired attainments."

### THE ATTORNEY GENERAL RULES

(Continued from Page 15)

buildings necessary for the constitutional school term in Article IX, section 3. I believe it would be necessary to secure some further enabling Legislation to permit a vote on the extension of the boundaries of such a bond district, and that the desired result could not be accomplished by a petition of any kind. In this connection, I have considered the provisions of G.S. 115-192 providing for the enlargement of local tax districts but this has reference to the levying of taxes to "supplement funds for the nine months' public school term" just as does G. S. 115-361.—Attorney General, September 21, 1949.

## MAKING TODAY'S NEWS

Henderson. While many of the finishing touches remain, the new Easton Johnson Negro elementary school on West Rock Spring street is now nearing completion after a year since work was begun.—Henderson Dispatch, November 4.

Greensboro. Final preparations for Greensboro's American Education Week banquet November 7 at Greensboro College were made this afternoon at a meeting of the executive board of Classroom Teachers Association.—Greensboro Record, October 31.

Raleigh. Despite technicalities and excuses which have largely stymied their efforts to date, the parents of Fred Olds school intend to press for traffic safety measures they feel are necessary to protect their children, the school's P.T.A. president said yesterday.—Raleigh News and Observer, November 4.

Bertie. The Ahoskie school board has formulated, for the county school board's consideration, a long-range plan of plant improvement totaling \$290,500.—Raleigh News and Observer, November 1.

Charlotte. A move to reorganize and revitalize the Charlotte schoolboy patrol to answer the growing demand for the protection of children at street crossings had made considerable headway yesterday.—Charlotte Observer, November 4.

Johnston. A State representative has asked Governor Scott to consider calling a special session of the Legislature to buy nine school buses.—Salisbury Post, October 29.

High Point. Observance of American Education Week will come to a close here tomorrow with concluding events scheduled at various city schools.—High Point Enterprise, November 10.

Durham. The annual Resource-Use Education Conference of the Piedmont region will be held at North Carolina College Saturday morning at 9 o'clock, Dr. Theodore R. Spiegner, area chairman of the Piedmont region, announced yesterday.—Durham Herald, November 10.

Forsyth. The Forsyth County school cafeteria system last school year ended up with \$7,823.66 above operating expenses.—Winston-Salem Sentinel, November 11.

Harnett. The Harnett County Board of Education has ordered a thorough survey of all school bus routes in the county to determine whether or not they are safe for travel.—Dunn Dispatch, November 9.



## NORTH CAROLINA PUBLIC SCHOOL

## BULLETIN

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JANUARY, 1950

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**Public Libraries Reach  
95% of Population**

Public libraries are available to 95 per cent of the State's population, statistics for 1948-49 released recently by the North Carolina Library Commission show.

Library service is available to 3,361,105 persons, these figures show, whereas 210,518 are without library service.

There are 1,789,708 volumes in the 82 counties that have public libraries. These libraries have a circulation of two books per capita, or a total of 7,478,950 books. Eighty-eight counties are served by bookmobiles operated by the Commission.

**Dr. Erwin Commended  
At Biloxi Convention**

Dr. Clyde A. Erwin was highly commended for his statesmanlike leadership of the National Council of Chief State School Officers at the annual convention of these officers meeting recently at Biloxi, Mississippi.

Dr. Erwin served as president of the national organization the past year, and as such he has been in the forefront in helping shape educational trends among these influential leaders of public education. The Biloxi conference was attended by representatives from 45 states.

Prior to the convention, a workshop was held, participated in by representatives from 32 states. J. E. Miller, Associate in the Division of Instructional Service, represented North Carolina in this workshop.

The workshop dealt with the general topic of State School administration. At this conference, a statement on the organization of State departments was prepared. This group also made a survey of the services now being rendered by State departments throughout the country, and drafted some principles which should govern in order to render such services most effectively.

**DEPARTMENT SPONSORS TRAINING  
PROGRAM FOR SUPERVISORS**

A varied program of in-service training for the 226 supervisors of instruction employed this year in accordance with legislation enacted by the 1949 General Assembly was carried on last fall by the Department of Public Instruction.

This program, which was under the general direction of Dr. J. Henry Highsmith and the staff of the Division of Instructional Service, included workshops, conferences, meetings, and visits to the administrative units. Plans are under way, Dr. Highsmith states, for a State Conference of Supervisors and Directors of Instruction in Raleigh about March 7-8, just prior to the N.C.E.A. annual meeting. Detailed announcement of this conference will be made later.

**Workshops:** Arrangement was made with six teacher training institutions to conduct one workshop a week for six weeks. These workshops were held at the University of North Carolina, Chapel Hill; Woman's College, Greensboro; East Carolina Teachers College, Greenville; Appalachian State Teachers College, Boone; Catawba College, Salisbury; and Lenoir-Rhyne College, Hickory.

The courses offered in the workshops were not identical. An effort was made to adjust the course to the needs of the supervisors in attendance. The following subjects were offered for the most part: Principles and Techniques of Supervision, Reading, Testing, Audio-Visual Aids, Guidance, Curriculum, and other topics suggested by Supervisors.

**Administrative Conferences.** The supervisors attended the administrative conferences held in city and county school administrative units and conducted by members of the Division of Instructional Service. This gave the supervisors of the various units an opportunity to meet with superintendents and principals, and thereby to learn something about administrative problems related to supervision.

**District Meetings.** A conference was held for the supervisors in each of the six NCEA district meetings. These conferences were held in the morning prior to the district meeting program in the afternoon. At these conferences an opportunity was given the supervisors to discuss the principal problems which they had found in their experiences. Bulletins were prepared for distribution at these meetings.

**Visits.** Members of the Division of Instructional Service made and are still making visits to the administrative units where there are new supervisors. The purpose of supervision is the improvement of instruction and the idea is to contribute in every possible way to the abundant success of the new supervisors particularly, not neglecting, however, the "old" supervisors.

**North Dakota Provides  
Teacher Scholarships**

The North Dakota Legislature, at its last session, made an appropriation of \$159,000 for the purpose of paying scholarships to persons preparing to teach in the rural elementary schools.

The amount of each scholarship is \$300 per year. It will be considered repaid when the recipient has taught one year. If the recipient does not teach in a rural elementary school, he must repay the amount with interest at 3 per cent within a period of 21 months.

**FEATURES**

	Page
Department Sponsors Training Program for Supervisors.....	1
Spencer Reports School Health "Shot is Taking".....	6
State School Facts.....	8-9
The Attorney General Rules.....	14-15
Making Today's News.....	16

## Superintendent Erwin Says . . .

ONE of the most recent developments in public education is the increasing emphasis being placed on counseling services in the schools. Such services, designed to help young people understand themselves and to relate and adjust themselves to this tremendously complicated and changing world, have too long been ignored or simply given lip service in many schools.

It is encouraging to me to note that many of the schools in North Carolina have already been convinced of the need for and the values to be derived from an effective counseling program and are continually improving and expanding these services to their students. It is my hope that others will add such services.

Boys and girls are beset with many educational, vocational and personal problems. They need someone in the school with whom they can discuss their problems, someone who is qualified to give them the help needed. Adequate counseling services mean qualified personnel with time and materials to do the job.

One of the major problems in the past has been the lack of trained personnel. While all good teachers are alert to the guidance needs of their students and render a certain amount of service, few have had the training necessary to make them competent counselors. This obstacle is fast being overcome, however. More guidance courses are now available in all the teacher training institutions of the State. A large number of prospective counselors are enrolling in the counselor training program recently established at the University of North Carolina. A certification plan for counselors will be in effect within another year. All these facts mean more and better trained personnel for guidance services in the future.

In my opinion, the time has come when adequate counseling services should be provided in all our schools. The need for and the value of counseling services is well established. The task at hand is to give counseling priority in our educational planning. I strongly urge, therefore, more determined action in this phase of the educational program in the schools of North Carolina.

### NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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State Supt. of Public Instruction

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January, 1950

EDITOR  
L. H. JOBE  
Director, Division of Publications



# Ye Editor Comments . . .

## LUNCH ROOMS

THIS month's BULLETIN includes much material concerning the School Lunch Program. We hope our readers will examine this information and note the growth in this field since its beginning only a few years ago.

The figures presented do not tell the whole story with regard to this important phase of the public school program. There are such things as better health, better attendance, better instruction—in short, better learning, that may be attributed in part to the lunch room program. It is the notion of those in charge of this program that the school lunch is not simply a Feeding Program—a way to use the surplus commodities furnished by the Department of Agriculture. It is their view that the Program shall fit into the instructional program, that there shall be taught better eating habits, that there shall be better health among school children and that all this will result in making the instructional program better.

## "TAKING"

IT should be gratifying to all North Carolinians that the funds provided by the General Assembly of 1949, likened to a "shot-in-the-arm" by Charles E. Spencer, Co-director of the School-Health Coordinating Service, is "taking". Mr. Spencer states, as quoted from an article printed elsewhere in this BULLETIN, that "These dollars (appropriated by the General Assembly) are reaching down to the level where real health needs exist."

Already, as will be noted, \$373,162.97 has been budgeted for expenditure for nursing service, for health educators, for the services of technicians, necessary equipment and supplies, for the correction of defects, and for other necessary health purposes among the school children of the State.

In other words, the problem of school-health is being attacked, now that funds have been made available. It is expected that later reports will show results in a more specific way. These results, too, will include better instruction for many more children.

## 13,000

WHAT does 13,000 mean? Nothing, if used in an abstract sense, except a number. But when it is coupled with an object, we get an entirely new concept.

So when we say there were approximately 13,000 more births in North Carolina in 1947 than the year before, we at once think of 1952 when there will be 13,000 more children in school.

Continuing our thinking faculties, we at once know that the need will arise that year for more than 400 more teachers, 400 more classrooms, and other necessary facilities for giving these first year youngsters a beginning in the learning process—janitor service, supplies and equipment of various kinds, including some additional transportation.

At current costs of school services this additional 13,000 pupils will mean more than a million dollars additional in funds for school operation costs alone. Including capital outlay another million dollars will be necessary.

This will be in 1952.

In 1902, total expenditure for the public schools of the State was a little less than \$1,-500,000 including capital outlay.

## RETIRE AT 60

UNDER present laws, a person employed by the State who reaches the age of 60 may retire. If he elects to retire, he will receive retirement benefits as long as he lives, and when he dies, his beneficiary will receive retirement benefits at a different rate for his life.

However, if an employee of the State does not retire at 60, because retirement benefits he will receive are less than he can live on and should die while so employed, his beneficiary will receive only those funds deducted from the employee's salary.

The retirement law encourages retirement at age 60. At the same time encouragement is stronger to those who have additional incomes to match retirement benefits in order to be able to live. The retirement law thus favors those who are financially able to retire.



## Superintendent Starnes Dies

Superintendent W. F. Starnes of the Cherryville city administrative unit died at his home in Cherryville on November 2, following a heart attack.

Superintendent Starnes had served as Cherryville superintendent since 1941. Prior to his going to Cherryville, he had been superintendent of the Morganton city schools and President of Rutherford College.

## State Assists 2,259 Physically Handicapped

North Carolina assisted 2,259 disabled men and women of working age to rehabilitate themselves during the fiscal year ending June 30, 1949, it is stated by Charles H. Warren, Director of the Division of Rehabilitation of the State Department of Public Instruction.

According to Mr. Warren, these persons were earning prior to rehabilitation an average of \$411.32 a year. After they had received services from Vocational Rehabilitation, they earned an average of \$2,077.92 annually in a suitable and safe job. These persons made their comeback in such occupations as watch repairing, radio repairing, doctors, lawyers, ministers, teachers, and many others.

In addition to the number of persons rehabilitated, Warren stated further, the Rehabilitation Division provided a number of other services to the physically handicapped. Some of these were the following:

"Medical, surgical, psychiatric and hospital care for 3,107 disabled men and women, an increase of 18 per cent.

"Artificial appliances such as limbs, hearing aids, braces and the like for 787 persons.

"Training for jobs in schools, on the job, by tutor, and through correspondence courses for 1,289 persons.

"Maintenance and transportation during rehabilitation for 762 persons who required this type of financial assistance.

"Necessary tools, equipment and licenses for 138 persons, an increase of 27 per cent."

The week of October 2-8 was observed as "National Employ the Physically Handicapped Week," an annual nationwide observance which has been established by Act of Congress and Presidential Proclamation. Governor W. Kerr Scott issued an appeal in connection with N.E.P.H. Week observance and many of the mayors in this State called attention to the aims and purposes of the program.

## 112 N. C. HIGH SCHOOLS HAVE S. A. RATING

There are 112 high schools in the State that have been accredited by the Southern Association of Colleges and Secondary Schools.

Eighty-four of these schools are for white students and 28 for Negroes. Ninety-three of the total are public schools, 68 white and 26 Negro. Seventeen are private, 14 white and 3 Negro. The remaining two are for white students, one Federally supported and the other State supported.

Schools accredited by the Southern Association must meet certain minimum requirements with respect to size, course of study, faculty training, teaching load, buildings, equipment and library. Members of the Association must also pay dues, depending upon size, from \$10 to \$25 annually.

The following North Carolina schools have met these requirements and are accredited:

### WHITE PUBLIC SCHOOLS AND ADDRESS

Albemarle, *Albemarle*  
Lee H. Edwards, *Asheville*  
Badin, *Badin*  
Appalachian, *Boone*  
Buie's Creek, *Buie's Creek*  
Broad Street, *Burlington*  
Canton, *Canton*  
Chapel Hill, *Chapel Hill*  
Central, *Charlotte*  
H. P. Harding, *Charlotte*  
Technical, *Charlotte*  
Concord, *Concord*  
Durham Senior, *Durham*  
Elizabeth City, *Elizabeth City*  
Elkin, *Elkin*  
Elm City, *Elm City*  
Farmville, *Farmville*  
Fayetteville, *Fayetteville*  
Mineral Springs, *Winston-Salem*  
Sedge Garden, *Kernersville, R. 1*  
Gastonia, *Gastonia*  
Goldsboro, *Goldsboro*  
Curry, *Greensboro*  
Senior, *Greensboro*  
Greenville, *Greenville*  
Hamlet Ave., *Hamlet*  
Hendersonville, *Hendersonville*  
Senior, *High Point*  
Cannon, *Kannapolis*  
Kernersville, *Kernersville*  
Central, *Kings Mountain*  
Granger, *Kinston*  
Laurinburg, *Laurinburg*  
Draper, *Leaksville*  
Leaksville, *Leaksville*  
Lenoir, *Lenoir*  
Lexington, *Lexington*  
Lumberton, *Lumberton*  
Monroe, *Monroe*  
Central, *Mooreville*  
Morehead City, *Morehead City*  
Morganton, *Morganton*  
Mt. Airy, *Mt. Airy*  
North Wilkesboro, *North Wilkesboro*  
Pinelhurst, *Pinelhurst*  
Hugh Morson, *Raleigh*  
Methodist Orphanage, *Raleigh*  
Needham Broughton, *Raleigh*  
Red Springs, *Red Springs*  
Reidsville, *Reidsville*  
Junior-Senior, *Roanoke Rapids*  
Rockingham, *Rockingham*  
Rocky Mount, *Rocky Mount*  
Bojden, *Salisbury*  
Sanford, *Sanford*  
Senior, *Shelby*  
Southern Pines, *Southern Pines*  
Statesville, *Statesville*  
Tarboro, *Tarboro*  
Thomasville, *Thomasville*  
Walkerton, *Walkerton*  
Washington, *Washington*  
New Hanover, *Wilmington*  
Chas. L. Coon, *Wilson*  
Gray, *Winston-Salem*  
John W. Hanes, *Winston-Salem*  
Reynolds, *Winston-Salem*

### NEGRO PUBLIC SCHOOLS AND ADDRESS

Stephens-Lee, *Asheville*  
Jordan-Sellers, *Burlington*  
Orange County, *Chapel Hill*  
Second Ward, *Charlotte*  
Hillside, *Durham*  
E. E. Smith, *Fayetteville*  
Highland, *Gastonia*  
Dillard, *Goldsboro*  
James B. Dudley, *Greensboro*  
Henderson Institute, *Henderson*  
William Penn, *High Point*  
G. W. Carver, *Kannapolis*  
Lincoln Academy, *Kings Mountain*  
Dunbar, *Lexington*  
Carver, *Mount Olive*  
Mary Potter, *Oxford*  
Washington, *Raleigh*  
Washington, *Reidsville*  
Booker T. Washington, *Rocky Mount*  
Joseph C. Rice, *Salisbury*  
Lee County Training, *Sanford*  
Du Bois, *Wake Forest*  
Williston Industrial, *Wilmington*  
Charles A. Darden, *Wilson*  
Atkins, *Winston-Salem*

### WHITE PRIVATE SCHOOLS AND ADDRESS

Christ, *Asheville*  
Academy of St. Genevieve, *Asheville*  
Asheville, *Asheville*  
Belmont Abbey, *Belmont*  
Sacred Heart Academy, *Belmont*  
Blue Ridge, *Hendersonville*  
Fassfern, *Hendersonville*  
Presbyterian Jr. College, *Marion*  
Montreat College, *Montreat*  
Oak Ridge Institute, *Oak Ridge*  
Peace, *Raleigh*  
St. Mary's, *Raleigh*  
Pineland and Edwards  
Military Institute, *Salisbury*  
Salem Academy, *Winston-Salem*

# GOVERNOR APPOINTMENTS COMMUNICATION COMMISSION

Appointment of members of the North Carolina Communication Study Commission was announced recently by Governor Scott.

This commission, created by the 1949 General Assembly, will "survey, study and appraise the need of all methods of educational communication at all levels of education in North Carolina, etc." It is to submit a biennial report of its activities to the Governor and the General Assembly.

Members appointed by the Governor were the following: Earl Wynn, Director of the University of North Carolina Communication Center, Chapel Hill; John Lampe, Dean of Engineering of N. C. State College, Raleigh; Mrs. Ethel Perkins Edwards, Executive Secretary of the North Carolina Education Association, Raleigh; Richard Mason, General Manager of Station WPTF, Raleigh; Grady Cole, Commentator of Station WBT, Charlotte; Herbie N. Williams, President of the High Point Savings and Trust Co., High Point; and Sam Lattimore, Senator from Cleveland County, Shelby.

Ex-officio members are the Governor, the State Superintendent of Public Instruction and the Director of the Department of Conservation and Development.

According to law, the Commission shall meet quarterly in January, April, July and October, and at such other times as the Governor or Chairman may deem necessary.

## College Teachers Receive Average Salary of \$4,147

The average salary of college teachers for the academic year 1947-48 was \$4,147, it is revealed by a study of 147 colleges and universities by the U. S. Office of Education.

The average annual salary (excluding summer teaching) of professors was \$5,758, with 3.9 per cent under \$3,500 and 14.3 per cent \$7,500 or more. The average for associate professors was \$4,594, with 9.8 per cent under \$3,500 and 33.5 per cent \$5,000 or more. The average for assistant professors was \$3,892, with 27.9 per cent under \$3,500 and 9.6 per cent \$5,000 or more. The average for instructors was \$2,950, with 15.1 per cent under \$2,500 and 16.5 per cent \$3,500 or more.

### NEGRO PRIVATE SCHOOLS AND ADDRESS

*Allen, Asheville*

*Immanuel Lutheran, Greensboro*

*Camp Lejeune, Camp Lejeune*

*Palmer Memorial Institute, Sedalia*

### OTHERS

*State School for the Blind, Raleigh*

## Traffic Deaths are Expensive

The fact that traffic deaths are so expensive, averaging \$87,500 each, leads John C. Noe, Adviser in Safety Education for the State Department of Public Instruction, to ask the question: Is your school offering driver education to help remedy this situation?

North Carolina had 734 accidental traffic deaths in 1948. Multiplying this number by the average national cost gives a total loss in dollars and cents of \$64,225,000 to North Carolinians. This cost is based on calculations of the National Safety Council, which estimates that 39 per cent of the costs entailed in death due to traffic accident is chargeable to property damage and the remaining 61 per cent to medical and funeral expenses and insurance claims for injuries and resulting deaths. Twenty-nine per cent of the 61 per cent is attributed to the loss of services through death alone.

These figures, Mr. Noe says, should clearly show how important traffic accident prevention has become and how essential it is that education should take a part in helping reduce traffic accidents to a minimum. "The appalling toll in lives and money is not the result of unavoidable occurrences. It is mainly due to habits formed by hit or miss methods and by trial and error learning.

"Since the automobile is an inanimate machine, it performs as directed by the driver. His control will be efficient and dependable to the extent and to the degree that he possesses good attitudes, proper understandings, and adequate skills. These elements may or may not be possessed by the haphazardly trained driver. But they can be developed in the driver through sound instruction."

## A.H.P.E.R. Holds Annual Conference at Chapel Hill

The Second Annual Health, Physical Education and Recreation Conference was held in Chapel Hill, December 9 and 10, with over 300 persons in attendance.

Among the highlights of the meeting were the demonstration programs given at the afternoon programs. Other parts of the program included speakers, exhibits, banquet and dance.

Officers for next year were elected, as follows: President, Doris Peterson. Meredith College, Raleigh; Vice-President, Mrs. Joy Kirschner, Appalachian State Teachers College, Boone; and Secretary-treasurer, Charles E. Spencer, State Department of Public Instruction, Raleigh.

# SPENCER REPORTS SCHOOL HEALTH "SHOT IS TAKING"

The "shot in the arm" for school health provided by the last General Assembly which appropriated \$550,000 for school health is "taking", according to Charles E. Spencer, Co-Director School-Health Coordinating Service, joint agency of the State Department of Public Instruction and the State Board of Health.

"These dollars," Mr. Spencer reports, "are reaching down to the level where real health needs exist. Thousands of children are being benefitted."

School health funds were allocated by the State Board of Education to school administrative units on the basis of \$1000 to each county plus 50 cents per pupil in average daily membership for the previous year. In addition to this, the State Board of Health earmarked an amount equal to 40 cents per pupil for school health.

School funds are disbursed by local school superintendents and health department funds by local health officers; but one of the requirements is that a plan, jointly drawn up by the superintendent and the health officer, be submitted to and be approved by the School-Health Coordinating Service of the State Department of Public Instruction and the State Board of Health.

In most cases the 40 cents per pupil earmarked for health departments did not mean that much money in excess of the amount used for school services last year. It did mean, however, that the program of services rendered with the 40 cent or more pupils was subject to joint planning in the same manner as the school funds.

Up to December 10, 1949, budgets have been approved for 75 counties and 56 cities. Health department funds have been budgeted for the most part for personnel, mainly for nurses. Funds allocated to school administrative units by the State Board of Education have been budgeted for detection and correction of defects, personnel, supplies and equipment. Correction of defects for children whose parents are unable to pay has been given most consideration in the budgets approved.

Listed below are the major items of expenditure showing amounts of school funds budgeted for each item, according to records compiled to date:

Nurses	\$ 54,557.99
Travel	21,841.23
Health Educators	15,111.05
Physicians	1,860.81
Dentists	5,500.00
Technicians	15,689.90
Clinics	29,711.77

## ESSO Reporter Speaks for Better Schools

Forty-two Esso Reporter radio stations throughout the East and South broadcast a message emphasizing the need for a better understanding of school problems on the afternoon of November 9.

This message was as follows:

"From time to time Your ESSO Reporter has teamed-up with civic leaders to call your attention to a crisis in our schools. Since the war, more and more youngsters have been crowding our schools. There are not enough classrooms. Many are too crowded. Some schools are understaffed, and lack facilities and equipment. Good parents and good citizens have tackled the problem. Progress is being made. But you can still help. Talk and work with local civic groups and school boards in your community. Find out what is needed. Understand the school problem. Help make your community a better place to live. Remember that: 'Better schools make better towns'."

North Carolina stations broadcasting the message were: WSJS, Winston-Salem; WPTF, Raleigh; WBT, Charlotte; WUNC, Asheville; and WMFD, Wilmington. The message was heard in approximately 688,365 homes.

## Blanchard Sends "Good Housekeeping Practices"

A 17-page duplicated bulletin on "Good Housekeeping Practices Recommended to Public School Service Employees" has been sent to each superintendent by C. W. Blanchard of the Division of Plant Operation, State Board of Education.

This pamphlet includes a description of the "tools and materials" required by the school custodians and suggests ways in which these various "tools" should be used. The pamphlet also describes "the best way to apply floor seals and the general care that should be given various types of floors."

The theme of the whole bulletin is to improve the housekeeping service conditions of the schools. The suggestions presented by Mr. Blanchard should prove valuable to all principals, janitors and maids.

Correction of Defects	176,882.59
Supplies	17,972.64
Equipment	34,034.99
In-Service Training	626.44
Total Budgeted	\$373,162.97

## Schools for Dentistry Reject 80% of Freshmen Applicants

You're likely to find it very difficult to get into a dental school, if you're planning a career in this profession. This is shown in a survey entitled 1948 Applications to Professional Schools and Colleges, recently published by the Bureau of Business Research of Ohio State University.

Here are the facts: A total of 22,576 applications were filed for the 2,334 places in 1948 freshmen classes in 32 reporting dental schools out of a total of 40. This total of 22,576 applications came from about 13,280 young people who sought dental training. Since the schools had such limited accommodations, it means that over 80 per cent of all dental school applicants were doomed to disappointment.

## Thousands of Laymen Serve Schools

In addition to the approximately 37,000 persons employed in public school work in this State, there are more than 4,200 persons serving the school in a direct way for little or no pay as members of county boards, boards of trustees, or as local school committee.

And in addition to these, there are around 200,000 members of parent-teacher associations who are working with the teachers and other school officials in an effort to improve the public school in their respective communities. Including State Department workers, persons engaged in related work, such as health and welfare, and various civic clubs and other organizations, it is safe to say that there are no less than 250,000 people in this State closely serving the schools either directly for pay or indirectly.

Breakdown on this estimated number of people in school work is as follows:

27,555 Teachers
1,375 Principals
275 Supervisors
172 Superintendents
53 Attendance workers
425 Clerks
5,800 Bus drivers
415 Bus mechanics
2,500 Service employees (janitors, maids)
38,000 Paid workers
44,000 County board members
470 City board members
3,320 Local committee members
200,000 Parent-teacher association
7,170 Other organizations
250,000 Total



## President's Committee Announces National N.E.P.H. Essay Contest

The second annual national essay contest conducted by The President's Committee in cooperation with the various State Committees on employment of the handicapped will begin February 1 and close March 31. Charles H. Warren, Director of Rehabilitation of the State Department of Public Instruction, is chairman of the Governor's Committee for North Carolina on NEPH Week.

All entries should be judged and top four prize winners named by State NEPH Committees by April 30. Awards will be signed for the President by The President's Committee Chairman and sent to cooperating States.

"Hire the Handicapped, It's Good Business" will be the title of the 1950 essays. Eleventh and twelfth grade students in all public and private high schools are eligible to enter.

It is expected that the prizes offered in 1950 will at least equal the sum of \$2,000 given the five National winners in 1949. The first prize was \$1,000 and additional awards \$400, \$300, \$200 and \$100. All five National winners, selected from the first place winners in each State, received their checks from the President at the White House.

Available for informational material and background facts on why it is good business to hire the handicapped are local offices of the State employment services and State vocational rehabilitation agencies, the Veterans Administration and U. S. Civil Service Commission offices and numerous private agencies and organizations engaged in the employment and rehabilitation of the physically handicapped.

## Schools Offer Driver Instruction

Two hundred and eighty-nine schools of the State provided driver instruction during 1948-49, it is stated by John C. Noe, Adviser in Safety Education for the State Department of Public Instruction.

Of this total 89 gave both classroom and behind-the-wheel instruction. Seventy-five training cars were used. More than 10,000 students took this training.

During the summer of 1949, Mr. Noe stated further, 67 teachers were given instructions in driver education. This number added to the number giving such instruction in the schools in 1948-49 should increase materially the number of schools providing driver instruction during the current year.

## BOARD APPROVES ADDITIONAL FUNDS FOR NEW BUILDINGS

Building projects totaling \$1,236,882.08 from the State School Plant Construction, Improvement and Repair Fund were approved by the State Board of Education at its December 1, 1949 meeting. By race these funds were as follows: White \$770,210.34; Negro

\$466,671.74.

These approvals make the total approval so far from this fund equal to \$4,804,865.70 from the \$50,000,000 State fund.

Projects approved in December were as follows:

### Administrative

Unit	Project
Allegany.....	Cherry Lane
Burke.....	Rutherford College
Cabarrus.....	Winecoff
Carteret.....	William S. King
	Morehead City
Caswell.....	Caswell Training
Hickory.....	Viewmont
New Bern.....	Ghent
Greensboro.....	Lincoln Street Jr. High
	Sternberger
	Peck
Hertford.....	Murfreesboro
	Ahoskie
Rowan.....	Dumbar
Union.....	New Salem
Goldsboro.....	Greenleaf
Wilkes.....	Union Cricket
	Somers Township

Description	Race	Amount
Addition	N	\$ 3,950.00
Classrooms & Cafeterias	W	35,000.00
Addition	W	200,000.00
New building	N	85,000.00
Addition	W	68,600.00
New building	N	258,201.69
Addition	W	175,000.00
Addition	W	108,000.00
Equipment	N	788.05
Equipment	W	5,733.85
Equipment	W	6,716.49
Renov. & add.	N	11,260.00
Gymnasium	W	32,660.00
Addition	N	71,472.00
New building	W	117,500.00
Addition	N	35,000.00
Heating plant	W	7,000.00
New building	W	15,000.00
Grand Total		\$1,236,882.08

## California Says "Yes"

By a majority of more than a million votes California has approved a Statewide bond issue of \$250,000,000 to be used in loans and grants for the more than 400 distressed school districts of the State which have exhausted local financial resources and have been unable to provide adequate classroom and other basic facilities for their mushrooming enrollments.

The bond issue, marking the beginning of a new program under which the State assumes responsibility, formerly borne entirely by local school districts, was approved by the largest majority of any proposal on the ballot in the November 8 elections.

The *San Francisco Examiner* (Nov. 9) reported that the money will not go to the large cities, but to the rural areas. The bond issue will be administered by a committee made up of Governor Warren, the State controller and the treasurer, the director of education and director of finance, two members of the Senate and two members of the Assembly.

Anticipating approval, the California legislature has already provided for the creation of an Allocations Board which would have the responsibility of distributing the funds from the bond issue.

## Office of Education Issues Film Guide

Publication of a 1949 catalog, "U. S. Government Films for School and Industry," was announced recently by the Office of Education, Federal Security Agency.

Latest of a series of yearly catalogs, published by Castle Films, the 1949 edition describes 1,964 motion pictures and filmstrips of the Federal Government which have been released to the public for noncommercial, educational use, and which can be purchased from Castle Films, the contractual distributor of Office of Education films. Included in the catalog are films of thirteen different Government agencies, including the Department of Agriculture, Air Force, Army, Navy and State, the Coast Guard, Public Health Service, and Office of Education.

All of the films have been released under the auspices and through the facilities of the Office of Education. Many of them have not previously been available for general use in this country.

Copies of the catalog may be obtained without charge from the Office of Education, Federal Security Agency, Washington 25, D. C., or from Castle Films, 1445 Park Avenue, New York 29, New York.









## SCHOOL LUNCH PROGRAM AND NUTRITION DIVISION CONDUCT STUDY

The School Lunch Program of the State Department of Public Instruction and the Nutrition Division of the State Board of Health are cooperating in a nutrition school lunch study in six selected schools. These schools are: Fletcher School in Henderson County; Rhodhiss School in Caldwell County; Beaulieu School in Duplin County; Melville School (Negro) and Alexander Wilson School in Alamance County; and William R. Davie School in Halifax County.

During September and October planning meetings were held with schools, health and community leaders in these counties. Three-day dietary surveys were made by nutritionists, physical examinations were made by county health officers to determine nutritional status of children; local sanitarians made inspections of lunchrooms; area lunchroom supervisors made studies of lunchroom practices and facilities available; and instruction in nutrition for teachers, special work with lunchroom managers, and the development of community projects for parents is in progress.

In addition to this regular work and dietary surveys, the following conferences were held:

- 26 conferences with 1286 teachers and nurses.
- 38 conferences with 957 persons representing other agencies.
- 107 conferences with individuals.

### Vocational Film Library Provides Teaching Films

North Carolina State College's Vocational Film Library provides teaching films for the benefit of teachers of vocational subjects without cost except transportation.

A majority of these films are in the field of agriculture. There are also a number of films suitable for teachers of trade and industrial subjects. Filmstrips are available in Automobiles and Trucks, Metals and Safety. There are films on Automobiles and Trucks, Tools, Electricity, First Aid, Machine Shop and Metals.

Suggestions for using the film library are as follows:

1. Book films as far in advance as possible.
2. Make a deposit of \$2-\$5 with the Film Library so that transportation may be prepaid and thus save 30 cents on each shipment.

### Brotherhood Week

The annual observance of Brotherhood Week occurs February 19-26.

The purposes of Brotherhood Week are:

1. To give the American people an opportunity to rededicate themselves as individuals to the basic ideals of respect for people and human rights which are essential to our way of life.
  2. To dramatize the practical things which people can do to promote an understanding and realization of these ideals.
  3. To enlist support of a larger number of American people in year-round activities to build brotherhood.
- Schools of North Carolina may obtain material to aid in the preparation for this observance from the N. C. Conference of Christians and Jews, 121 E. Third Street, R. 301, Charlotte, North Carolina.

### Committee Adopts Formula For Desirable Comics

Rules have been laid down by a committee of St. Paul, Minnesota for the selection of comics desirable for teenage youngsters. They are:

1. Portray home life as it ought to be, not as it sometimes is.
2. Respect in sex relations.
3. Use of language free from vulgarity and profanity.
4. Treat the law and the police with respect.
5. Do not make crime or criminals attractive.
6. Avoid horror scenes.
7. Present heroes and heroines who, if youth were to imitate them, would be beneficial to society.
8. Respect the laws of Deity.
9. Make clear the teachings of the Declaration of Independence and the Constitution of the United States and their bearing on democracy.
10. Advertise only those products that, if bought by youth, can be used by them without detriment to themselves or the general welfare.

The committee examined upward of 400 publications and made a list comprising 136 that they regarded as suitable and would class under the title of "best buys." Newsstand dealers cooperated with the committee and the general distributors of comics have agreed to return any comics not on the approved list of the committee.

### Pamphlet Lists College Scholarships of State

"North Carolina College Scholarships Available to High School Graduates" is the title of a duplicated pamphlet recently compiled by Dillard S. Gardner, Dr. Lillian Parker Wallace and Logan Howell of the Wake County Chapter of Phi Beta Kappa.

Since the original supply of the pamphlet is exhausted, a second list has been made by the Occupational Information and Guidance Department of the Division of Vocational Education, State Department of Public Instruction. Copies of this list are available to principals and counselors. Write Miss Ella Stephens Barrett, State Supervisor, Occupational Information and Guidance, Raleigh.

### Curriculum Association Meets in Denver

Meeting in Denver, Colorado, February 12-15, for its fourth annual convention, will be The Association for Supervision and Curriculum Development.

Dr. William C. Menninger, one of America's leading psychiatrists and general secretary of the Menninger Foundation, Topeka, Kansas, will keynote the conference theme when he speaks Sunday, February 12, at 8:00 p.m. on the topic "Mental Health For Better Living."

Presented also at the first general meeting will be the 1950 yearbook which carries the same title as Dr. Menninger's address, "Mental Health For Better Living." James Patton, president of the National Farmers' Union, will address the convention at its closing noonday luncheon on Wednesday, February 15.

"Meet the West," an entertainment feature planned by the local committee, will be presented at the general meeting, Monday evening, February 13. Tuesday evening, February 14, will be free for group meetings and reunions with friends.

Plans are underway for meetings sometime during the convention of the following groups: Association for Student Teaching, National Association of Elementary Science Teachers, American Education Fellowship, John Dewey Society, and Delta Kappa Gamma.

Since the unique characteristic of the A.S.C.D. Convention has been its study and discussion groups, approximately half the convention time will be devoted to a consideration of such problems as were recommended by the membership.

## 1949 LEGISLATURE MAKES CHANGES IN RETIREMENT REGULATIONS

A number of changes were made by the 1949 Legislature in the Retirement Law, according to Nathan H. Yelton, Executive Secretary.

Most important of these changes are the following:

1. When any funds are withdrawn by a member during nonemployment, all previous experience is lost. Heretofore, members not employed could withdraw all contributions except for one month, and then later return to State service and by refunding all monies withdrawn retain credit for all previous experience.

2. Members who have not been in the employ of the State continuously for five years must return the sixth year for at least one year in order to retain credit for service prior to beginning date of absence from State service. A person who has not been employed continuously for six years automatically loses membership in the Retirement System.

3. Deduction from a new employee's salary for retirement purposes begins after ninety days of employment elapses. A person, already a member of the Retirement System, does not become a new employee when he changes positions. Deductions for retirement in such cases begin with the first check in the new position.

4. Persons having served in the armed services may receive credit for this experience for retirement purposes without extra contributions. In order to get this credit a photostatic copy of the discharge certificate should be submitted to the employer.

5. Members who have previously withdrawn accumulated contributions and have returned to State service may refund monies withdrawn before July 1, 1951 and receive credit for prior service.

## State has 140 Negro School Librarians

There are 140 librarians and teacher-librarians in the Negro public schools of the State.

This information was made known recently by Eloise Camp, School Library Adviser for the State Department of Public Instruction. All of these librarians are women, except two, one in the Stephens-Lee High School, Asheville, and the other in the Franklin County Training School, Louisburg. Of the women, 73 are married and 65 are unmarried.

## School People Laud Lunch Program

"Since our children have been eating full lunches, the percentages of common colds is down, absences are fewer, epidemics of common illnesses are fewer, ..."

"Our children's height and weight charts show more consistent and more rapid progress..."

"Our percentage of promotions is higher..."

These are typical remarks heard over the State, coming from superintendents, principals and teachers, with reference to the State's School Lunch Program. Their remarks were included in a report on "Six Years of School Lunch in North Carolina under the National School Lunch Act" by Mrs. Anne W. Maley, State Director.

According to Mrs. Maley, "Six years of Federal assistance on school lunches has meant six years of better lunches for more children, resulting in better nourished and healthier children. Statistically, the lunch program has had steady growth and development." (See elsewhere in this Bulletin.)

It is the intangibles, such as the remarks quoted, according to Mrs. Maley, that are even more gratifying than statistics. It is the pleasure of seeing thousands of children eating balanced lunches day by day instead of the knick-knack type of lunch.

## Board Calls for Adoption On Supplementary Books

The State Board of Education has authorized the State Superintendent of Public Instruction to recommend books for supplementary use in elementary and high schools.

In line with this authority, State Superintendent Clyde A. Erwin has notified publishers to submit such books to a committee composed of staff members of the Department with Dr. J. Henry Highsmith, Director of the Division of Instructional Service, as Chairman. No books received after January 15, 1950 will be considered.

## Delta Gamma Makes Scholarship Awards

Delta Gamma Fraternity has a \$1500 annual fund and a \$2000 annual loan fund from which small scholarship awards are available to students intending to become (1) orthoptic technicians, (2) teachers of partially seeing children, or (3) specialists for blind preschool children.

Anyone wishing to specialize in one of these fields may be eligible for assistance, the amount in each case to be determined by the particular need and costs involved. Persons desiring to enroll for training in one of these fields should apply to Mrs. Thomas Johnson, 1235 Longfellow, Detroit 2, Michigan. Applications for scholarships for training starting in June should be filed by March 15, for training starting in the fall, by July 15.

## U. S. Office Provides Free Reports on Elementary Education

The Division of Elementary Education has available, free on request, short reports on topics of current interest in elementary education. Other numbers will be added from time to time. Titles available at present include:

1. Materials and Apparatus for Teaching Elementary Science.
2. Using Pictures at School.
3. Registration of Nursery Schools, Kindergartens, and Child-Care Centers by State Education Departments.
4. Changing Practices with Time Allotments.
5. Some Types of Classroom Organization.
6. Health Plays in the Elementary School.
7. Good Posture for Boys and Girls. (May be purchased at 5 cents each or \$2.00 per hundred from the Superintendent of Documents.)
8. Types of Experiences Children Should Have.
9. Periodic Reports of Children's Progress.
10. Workshop Techniques in Elementary Education.
11. Games and Self-Testing Activities for the Classroom.
12. Experimenting in Elementary Science.
13. School Comes to the Home-Bound Child.
14. Planning Programs about Education.
15. For a Good Start in School.
16. Playground Equipment That Helps Children Grow.

# CONGRESS LOOKS AT THE POOR

## SUGGESTS A REMEDY

Families earning less than \$2,000 a year are a drag on the Nation's economy but could be aided through education and vocational training.

So declared the Congressional Joint Committee on the Economic Report, following a study on how to maintain full employment and air even-keel economy.

The Committee found that one-fourth of the Nation's families earn \$2,000 or less. "They have been left behind in the economic progress of America," the Committee stated.

The low-income families are composed of several groups, each presenting a separate problem and requiring a separate solution. Yet, education and training could help all of them.

## HERE ARE OUR POOR

About a third of our poor live on farms. Another large group are composed of impoverished aged. Unskilled laborers are the hard core of the urban low-income group. Negroes, without training and education, make up about one eighth of the entire group. Broken families, usually headed by women, total 1.3 million. Finally, there are the disabled and the nonearners, the latter probably destined to remain unproductive. But for the most of the 10,000,000 families, education and training is the answer.

## THE REAL SOLUTION

Says the Committee: "Of all low-income families not on farms headed by persons between 24 and 64 years of age, 64 percent are headed by persons who had not gone beyond the eighth grade, the report declares. Only 6 percent had gone beyond high school.

"Lack of education for a better-paying occupation thus appears as an important cause of low income.

"More important, however, is the fact that educational opportunity, at least beyond the grade-school level, still greatly depends upon the income status of the child's family. Low incomes result from lack of education and lack of education for the next generation results from the low incomes of the present, a process which tends to stratify the population.

"Broadening educational opportunities, both academic and vocational, for all qualified students regardless of present income status, is not only a most promising long-range attack on the low-income problem, but it is also absolutely necessary to preserve the American tradition of equal opportunity for all."

## Attendance in Business Schools up Eleven Per Cent

Increase in attendance in business schools is 11 per cent above the average 1948 enrollments, contrasting with a decrease of 3 per cent a year ago.

This report comes from a survey made by the Dean W. Greer Company, advertising counselor for business schools, who took a cross-section of 300 business schools in the United States and Canada, and based their finds on the first 150 replies.

New enrollments, reports the Greer Company, are up 14 per cent over last year on the average, despite the continuing drop in veteran enrollments. The total attendance of veterans is now only 33 per cent as compared with 40 per cent of the student body a year ago. Of all new students enrolled this fall, only 20 per cent are veterans, compared with 25 per cent in September, 1948.

Attendance in business schools is now 80 per cent of capacity, it is found and 50 per cent of the students in business schools this fall are girls, 60 per cent of the new students enrolled are girls.

## 68 Schools Offer Trade Courses

What high schools teach printing? Dressmaking? Radio? Painting? Cosmetology?

These subjects are taught in one or more public high schools of the State under the trade and industrial educational program, jointly supported by State and Federal funds. There are now 68 schools that offer trade courses. There are 111 instructors providing training to approximately 8,000 boys and girls annually in a variety of trades.

Of the schools offering trade courses, 40 are for white students and 28 for Negroes. Of the 111 instructors, 55 are white and 56 are Negro.

Subjects offered are the following: printing, machine shop, radio, wood-working, general metal, cabinet making, welding, masonry, shoe repairing, brick-laying, painting, metal trades, cosmetology, electricity, and trowels, wood-work and machine shop, woodwork and sheet shop, electricity and sheet metal, home management and dressmaking.

In addition to these trade courses offered in the public high schools, part-time classes in weaving, sewing and commercial work for adults are being taught by 13 instructors. There are also five persons giving instruction in practical nursing.

## State Offices Close On Saturdays

All State educational offices will close on Saturdays during the period January 1 to July 1, 1950. Working hours will be from 8:30 A.M. to 5:30 P.M. Monday through Friday with an hour each day for lunch.

This trial period of the work week was recently approved by the Governor and State Personnel Council, following a request for the five-day week from the State Employee's Association.

Although the change stipulated that the head of any department might maintain a skeleton staff on duty Saturdays, at a meeting of division heads with State Superintendent Clyde A. Erwin, it was decided that it would be impractical for State educational offices to maintain inadequate services that such a staff could render on Saturdays. As a beginning, therefore, it was decided to close all offices on Saturdays.

## Insurance Firm Announces Oratorical Contest

An oratorical contest on the subject "Live Safely; Live Happily" has been announced by the Mutual Benefit Health and Accident Association of Omaha.

The winner of this contest will receive a \$4,000 college scholarship. To the school that produces the winner goes a \$1,000 cash award to be used as the school principal wishes.

All high school juniors and seniors in the United States, Canada, Alaska and Hawaii are eligible to compete in the contest. Plans call for local, state, six regional and the national contest.

## The School Program

A well-rounded school program includes:

1. Field trips and excursions into the community.
2. Attractive buildings and school grounds used as laboratories.
3. Year-round continuous use of all facilities.
4. Parents, pupil, teacher discussions and planning to relate the instruction to real needs.
5. Experiments, projects, and observations to give active first-hand experiences.
6. An appreciation for, the development and use of the natural resources, birds, trees, flowers, animals, scenic areas, etc.
7. Mastery of the fundamental skills.
8. Maximum use of local and state agencies for improving instruction.



## Annual Directory Comes from Press

The 1949-50 Educational Directory of North Carolina came from the printer early this month, it is announced by L. H. Jobe, who compiles this annual publication of the State Department of Public Instruction.

Copies are available free to educational organizations, Mr. Jobe states, but due to advanced printing costs and insufficient money with which to print the necessary publications of the Department, a charge of \$1.00 per copy is being made this year for the first time to all commercial agencies. Make check payable to Brandon P. Hodges, but mail order to Mr. Jobe.

## State School Busses Travel 8,208,000,000,000 Miles

North Carolina's fleet of 5,800 school busses traveled eight trillion one hundred eight billion passenger miles last year, according to C. C. Brown, Director of Transportation for the State Board of Education.

These busses, Mr. Brown states, hauled 350,000 school children to and from more than 1,200 schools each day, an aggregate of 200,000 miles.

## America Shows its Classics to the World

Authorities on American literature have selected the literary works to be included in "great classics of the world" being compiled by Unesco. The American works, together with classics of other nations, will be translated into world's major languages.

Our slate, in order for which judges voted for them: Hawthorne, *The Scarlet Letter*; Poe, *Collected Tales*, *Collected Poems*; Melville, *Moby Dick*; Henry James, *The Portrait of a Lady*; Mark Twain, *Huckleberry Finn*; Emerson, *Selected Essays*, *Selected Poems*; Thoreau, *Walden*.

Also: Whitman, *Leaves of Grass*; Frost, *Collected Poems*, *Selected Poems*; Franklin, *Autobiography*; Cooper, *The Last of the Mohicans*; Irving, *Sketch Book*; Willa Cather, *Death Comes for the Archbishop*, *My Antonia*; Emily Dickinson, *Selected Poems*, *Collected Poems*; O'Neill, *Selected Plays*; Howells, *The Rise of Silas Lapham*; Dreiser, *An American Tragedy*; Lewis, *Babbalanza*; Henry Adams, *The Education of Henry Adams*; and Robinson, *Collected Poems*, *Selected Poems*.

## Washington Notebook

**PAY RAISE:** The salary of the Federal Security Administrator, who supervises the Office of Education, was increased from \$12,000 to \$17,500 under a bill approved by Congress and sent to the White House. Other high officials, including the Director of the FBI, also received increases in pay. Although educators have also urged an increase for the U. S. Commissioner of Education, Congress did not see fit to do this.

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**ANTI-HEALTH EDUCATION:** The House Rules Committee refused to clear the Pepper bill calling for Federal aid to medical education. This means that the bill, though passed by the Senate, will not be taken up until the second session of Congress.

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**MELEMENTS:** Renovating the White House began November 1. Builders are throwing into dump trucks bricks, chandelier bases, moldings and thousands of other pieces of the old Mansion—for some reason eagerly desired by souvenir hunters. Sale of these various pieces and ornaments is prohibited by law. But the Government is considering a plan to give the souvenirs to schools, museums, universities and historical societies.

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**THE "MALADJUSTED" AND THE "UNADJUSTED":** Only about 3 or 4 per cent of high school children are "maladjusted" and need psychiatric guidance. But about 33 per cent are "unadjusted" and need their school life reoriented toward some other than the academic ideal. So said Robert J. Havighurst, University of Chicago, at the Conference on Life Adjustment in Education (Washington, October 11). The purpose of the Conference was to devise means by which life adjustment education could be encouraged to take hold in the Nation's high schools.

\*\*\*

**SESQUI:** After a long fight, Congress finally approved \$3,000,000 for the 150th anniversary of the founding of the Nation's capital in Washington. Plans are underway to stage a "Freedom Fair" in the District of Columbia. Schools in all parts of the country will be asked to observe the occasion.

\*\*\*

**HELPING THE BLIND:** Congress passed and the President signed a law to permit sending Braille-writing instruments to or from the blind at the low rate of 1¢ per pound.

## Asheville Meet May Count As Out-of-State

Attendance at the convention of the Association of Childhood Education which meets in Asheville, April 9-14, 1950, may be counted as an out-of-state meeting, in accordance with recent action of the State Board of Education.

Under this authority, attendance at this meeting would come within the purview of the substitute teacher regulations for out-of-state meetings.

## Mrs. Maley Gives Abundant Foods List

"Abundant Foods" for January are as follows: oranges, canned corn, frozen fish, pork products, dried peas and beans, and fresh leafy greens.

This list has been furnished to superintendents and principals by Mrs. Anne W. Maley, State Supervisor of School Lunch Program. Use of these items in good menu planning in lunchrooms as often as possible during January is urged by Mrs. Maley.

**JUMP:** Contract awards for public school construction reached a new monthly record in July—\$97,000,000. This is a jump of 17 per cent contract awards over June of this year.

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**READING ON HOUSING:** The Housing and Home Finance Agency, 1626 K Street, N.W., Washington 25, has available a free reading list on housing in the U. S. References are primarily for senior high school and college levels.

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**APPLES:** Next month the U. S. Department of Agriculture will begin buying apples in all important apple-growing areas for the school lunch program. The Government will buy as fast and as much of the fruit as school lunch rooms can absorb. State Production and Marketing Administration office will make purchases locally and handle details.

\*\*\*

**CHILDREN'S BOOKS OF YESTERDAY:** A collection of 200 rare books for children, dating from 1556 to 1900, are on exhibit in the Library of Congress. Among the titles: "Marmaduke Multiply's Merry Method of Making Minor Mathematicians; Or the Multiplication Table Illustrated," 1816; "The Happy Courtship, Merry Marriage, and Pic-Nic Dinner, of Cock Robin, and Jenny Wren; to Which Is Added, Alas! The Doleful Death of the Bridegroom," 1814; and one of the most favored of all alphabets, "The Life and Death of An Apple-Pie," 1825.

# THE ATTORNEY GENERAL RULES

## LUNCH ROOMS: COMPENSATION INSURANCE ON EMPLOYEES

*In reply to inquiry:*

I acknowledge receipt of your letter enclosing a letter from Superintendent \_\_\_\_\_ of the \_\_\_\_\_

County Schools inquiring as to whose duty it is to carry compensation insurance on the employees of the lunch rooms in the county operated in connection with the Federal lunch room program.

The situation seems to differ in the several counties of the State. I understand that in some counties the program is sponsored by the County Board of Education and that the County Board has entered into contracts with the State Board of Education in the distribution of Federal funds to such county while in other counties the program seems to be sponsored and operated by the local school committee and in some instances by the principal of the school.

I am unable to definitely determine whether the employees of the several lunch rooms are such as would require the County Board of Education to secure compensation on insurance coverage. However, it is my suggestion that the County Board of Education secure compensation insurance covering the employees of the several lunch rooms operating in the county so that in the event of injury there would be no question as to who would compensate the injured person. I assume that most of the counties carry blanket policies on all of their employees and I suggest that this policy be so worded as to cover the employees of the lunch rooms. Certainly, in furnishing the names of the county employees to the compensation insurance carrier, the names of the employees of all of the lunch rooms should be included. This should not entail very much additional expense to the county but should be paid by the county rather than the State.—February 28, 1946.

STATE OF NORTH CAROLINA  
Governor's Office

Raleigh  
June 28, 1946

Honorable Clinton P. Anderson,  
Secretary of Agriculture,  
Department of Agriculture,  
Washington, D. C.

Dear Mr. Anderson:

Acknowledgment is made of your letter of June 3rd, together with copies

of the Conference Report on H.R. 3370, "The National School Lunch Act", recently adopted by both Houses of Congress.

In compliance with your request as Governor of North Carolina, I am designating the North Carolina Department of Public Instruction as the Agency of this State to receive and disburse federal funds accruing to North Carolina under "The National School Lunch Act."

In specific answer to the two questions set forth in your letter, the answers are as follows:

1. The North Carolina Department of Public Instruction has the legal authority and the staff to administer a Statewide School Lunch Program and such Agency is specifically designated by me to perform this service.

2. The State Department of Public Instruction has authority to legally disburse funds to non-profit private schools.

Please know that North Carolina will fully co-operate in this program.

Respectfully submitted,  
R. Gregg Cherry

RGC:RH

CC: Hon. Clyde A. Erwin,  
Superintendent of Public Instruction,  
Raleigh, North Carolina

STATE OF NORTH CAROLINA  
Department of Justice

June 27, 1946.

SUBJECT: Schools; Lunch Programs;  
Public Schools; Nonprofit  
Private Schools

Honorable R. Gregg Cherry,  
Governor of North Carolina  
Raleigh, N. C.

Dear Governor Cherry:

You forwarded to me a letter from Honorable Clinton Anderson, Secretary of the United States Department of Agriculture, relating to "The National School Lunch Act", as provided by H.R. 3370, and request my opinion on the following questions:

"1. Has the State educational agency in your State the legal authority and the staff to administer a statewide school lunch program in accordance with the provisions of H.R. 3370? If not, will you please indicate what agency or agencies you will designate in its stead."

"2. May the State Educational agency legally disburse funds to non profit private schools?"

As to the first question, Chapter 777 of the Session Laws of 1945 (Section 115-251) of the General Statutes, fully recognizes the authority of the State Board of Education to accept and ad-

minister Federal funds and surplus commodities furnished by the Federal Government in grants to provide wholesome and nutritious lunches for the school children of the State. This statute fully authorizes the State Board of Education to cooperate with the Federal authorities, even to advancing certain funds to administrative school units to assist them to fully take advantage of the program.

I am of the opinion that the second question may be answered in the affirmative, in view of Section 143-164 of the General Statutes, which reads as follows:

"Acceptance of Federal loans and grants permitted.—The said State of North Carolina, and its several departments, institutions, agencies and commissions, are hereby authorized to accept and receive loans, grants, and other assistance from the United States Government, departments and/or agencies thereof, for its use, and to receive like financial and other aid from other agencies in carrying out any undertaking which has been authorized by the Governor of North Carolina, with the approval of the Council of State."

I am of the opinion that the Governor and Council of State may authorize the State Board of Education to accept and administer funds from the Federal Government in connection with the "National School Lunch Act", to non profit private schools.

I am returning the letter from Honorable Clinton Anderson.

With highest regards,

Sincerely yours,  
HARRY McMULLAN,  
Attorney General

/S/ Hughes J. Rhodes,  
Asst. Attorney General

## LUNCH PROGRAMS: PUBLIC SCHOOLS: NONPROFIT PRIVATE SCHOOLS

*In reply to inquiry:*

You forwarded to me a letter from Honorable Clinton Anderson, Secretary of the United States Department of Agriculture, relating to "The National School Lunch Act" as provided by H. R. 3370, and request my opinion on the following questions:

"1. Has the State educational agency in your State the legal authority and the staff to administer a Statewide school lunch program in accordance with the provisions of H. R. 3370? If not, will you please indicate what agency or agencies you will designate in its stead."

"2. May the State educational agency legally disburse funds to non-profit private schools?"

As to the first question, Chapter 777 of the Sessions Laws of 1945 (Section 115-25.1 of the General Statutes) fully recognized the authority of the State Board of Education to accept and administer Federal funds and surplus commodities furnished by the Federal Government in grants to provide wholesome and nutritious lunches for the school children of the state. This statute fully authorizes the State Board of Education to cooperate with the Federal authorities, even to advancing certain funds to administrative school units to assist them to fully take advantage of the program.

I am of the opinion that the second question may be answered in the affirmative, in view of Section 143-164 of the General Statutes, which reads as follows:

"Acceptance of Federal loans and grants permitted.—The said State of North Carolina, and its several departments, institutions, agencies, and commissions, are hereby authorized to accept and receive loans, grants, and other assistance from the United States Government, departments and/or agencies thereof, for its use, and to receive like financial and other aid from other agencies in carrying out any undertaking which has been authorized by the Governor of North Carolina, with the approval of the Council of State."

I am of the opinion that the Governor and Council of State may authorize the State Board of Education to accept and administer funds from the Federal Government in connection with "The National School Lunch Act."—June 27, 1946.

### **PUBLIC HEALTH LAWS: INSPECTION OF HOTELS, CAFES, RESTAURANTS, ETC.**

#### *In reply to inquiry:*

In your letter of December 8, you inquire as to the State Board of Health's authority to inspect, grade and supervise by rules and regulations the sanitation of restaurants, cafes and eating establishments which are operated at the various State supported public institutions, as well as such establishments which are operated by the private schools of the State.

The Act itself is very broad in this connection. Section I of Chapter 303, Public Laws of 1941, empowers and directs the State Board of Health to "prepare and enforce rules and regulations governing the sanitation of hotels, cafes, restaurants, tourist homes, tourist camps, summer camps, lunch and drink stands, and sandwich manufacturing establishments, and ALL

OTHER ESTABLISHMENTS WHERE FOOD IS PREPARED, HANDLED AND SERVED TO THE PUBLIC AT WHOLESALE OR RETAIL FOR PAY, OR WHERE TRANSIENT GUESTS ARE SERVED FOOD OR PROVIDED WITH LODGING FOR PAY."

The above quoted portion of the Act appears in all three sections thereof. In my opinion, it is broad enough to cover eating establishments which are carried on not only at State supported schools, but also is broad enough to cover such establishments which are operated at private schools, such as are referred to in your letter. It is my understanding that all such institutions food is served to persons who present themselves for such service and a charge is made therefor.

While it is true that the general public is not permitted to purchase food in such establishments, they are certainly, to some extent, public eating places and persons who are permitted to purchase food therefrom are entitled to the protection afforded by the Act.—December 9, 1941.

### **LAW PROVIDES FOR SCHOOL LUNCHES**

The law which follows provides for the establishment of lunch facilities in the schools:

Section 115-381.—Lunch rooms may be provided.—In such cases as may be deemed advisable by the trustees of school committee in any school, and where the same may be deemed necessary because of the distance of the said school from places where meals may be easily obtained, it shall be permissible for the said trustees and the said school committees, as a part of the functions of the said public schools, to provide cafeterias and places where meals may be sold, and operate or cause the same to be operated for the convenience of teachers, school officers, and pupils of the said schools. There shall be no personal liability upon the said trustees and school committees, or members thereof, arising out of the operation of the said eating places, and it is understood and declared that the same are carried on and conducted in connection with the public schools, and because of the necessities arising out of the consolidation of the said schools and the inconvenience and interruption of the school day caused by seeking meals elsewhere: Provided, that no part of the appropriation made by the state for the public schools shall be expended for the operation of said cafeterias or eating places, nor shall the provisions of Law 115-370 apply to the employees of the cafeterias or eating places, except such persons as are regularly employed otherwise in the schools. All lunch rooms and cafeterias oper-

ated under the provisions of this section shall be operated on a nonprofit basis, and any earnings therefrom over and above the cost of operation shall be used for the purpose of reducing the cost of meals served therein, and for no other purpose. (1939, c. 358, s. 30; 1945, c. 970, s. 9.)

*Editor's note—The 1945 amendment added the last sentence.*

### **LUNCH ROOMS: TAXATION**

#### *In reply to inquiry:*

The trustees of school committees of schools may establish lunch rooms or cafeterias in schools if they deem it advisable and necessary because of the distance of schools from places where meals may be easily obtained. State appropriations for schools may not be used to establish and maintain lunch rooms and cafeterias, but the expense of such projects may be included in local school budgets, and they may be supported by local taxation.—June 23, 1943.

### **SCHOOL SITE; RESTRICTIVE TO COVENANTS AND DEED TO PERSONS OF AFRICAN DESCENT**

*In reply to your recent inquiry:* Receipt is acknowledged of your letter of September 21st enclosing copy of a letter to you from \_\_\_\_\_, in which he writes you as follows:

"The \_\_\_\_\_ School Board desires to purchase some land for the construction of a new Negro school. Upon investigating the title of this land, the following clause is found to be inserted, which pertains to certain lots. "They are not to be sold or otherwise disposed of to persons of African descent."

"Will you please have the Attorney General give the \_\_\_\_\_ School Board a ruling as to whether or not they may purchase this property and, within the law, be investing the public's money wisely and safely."

In the case of *Shelley v. Kraemer*, 334 US 1, 92 L. ed 1161, our Supreme Court, on May 3, 1948, handed down an opinion in which it was held:

"The judicial enforcement by state courts of covenants restricting the use or occupancy of real property to persons of the Caucasian race was held by six members of Court, in opinion by VINSON, Ch. J. (REED, JACKSON, and RUTLEDGE, JJ., not participating), to violate the equal protection clause of the 14th Amendment. Conceding that the Amendment is directed against state action only and does not reach private (Continued on Page 16)



## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, January, 1945)

According to a tabulation by counties of the vote last November on the State Board of Education amendment to the Constitution, the amendment passed in 87 counties, tied in one (Sampson), and failed in 12.

Miss Minnie Ruth McNeill, formerly a teacher in the Elkin school, has been employed as supervisor of the Surry County schools, it was recently announced by John W. Comer, county superintendent.

More than half of the nations schools will not close on V-day, but will hold a victory assembly and then proceed on a basis of "business as usual."

The problem of school attendance was analyzed by Superintendent W. J. Bullock at the meeting of school superintendents held last November 2-4 in Raleigh.

A study of school membership since 1933-34 shows that the percentage of non-promotions in all the white public schools of the State has dropped from 17.1 to 12.7 in 1942-43.

### 10 Years Ago

(N. C. Public School Bulletin, January, 1940)

As far as it has been possible to determine, there are 18 units that are providing a twelfth grade this year.

The Southern Regional Guidance Conference, sponsored by the State and National Vocational Guidance Associations, is to be held at the Sir Walter Hotel in Raleigh, January 19-20.

The average weekly wage of persons rehabilitated under the supervision of the rehabilitation department of the State Department of Public Instruction was \$16.00 during the year 1933-39.

By recent action of the United States Congress, an amendment has been made to the Federal Income Tax Laws which includes employees of all political divisions of the nation under the classification of "Individuals Taxable".

State School Facts for December 1939, was concerned with the school experience of the teachers and principals of the State who were employed during 1937-38.



**JOIN  
THE MARCH OF  
DIMES**

**JAN. 16-31**

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**THE NATIONAL FOUNDATION FOR INFANTILE PARALYSIS**

## THE ATTORNEY GENERAL RULES

(Continued from Page 15)

conduct, however discriminatory, the opinion holds that judicial action, even for the enforcement of private agreements, is state action, and so within the Amendment's field of operation; and that the enforcement of restrictive covenants against certain races is none the less discriminatory because courts will enforce them against any race against whom they are directed, including the white race.

It may be doubted that the principle of this case would be applicable to the sale of the lot to the Board of Trustees of the City Administrative Unit of \_\_\_\_\_ as this would not be a sale to persons of African descent but to an official body. While it may be true that the use of the property would be for a Negro school and therefore contrary to the purpose of the covenant, it would nevertheless fall to be included in the language of the restriction.

I would not attempt to pass upon the wisdom of making the investment as this is entirely a matter for the Board of Trustees of the City Administrative Unit. In the event it is decided to make the purchase, I would recommend the question as to the validity of the title be presented to the Court for a decision as it is a novel one and my opinion would not, of course, be binding on property rights involved. The only way this could be conclusively determined would be by a decision of the Courts. —Attorney General, October 3, 1949.

## MAKING TODAY'S NEWS

Charlotte. Organization of school-boy safety patrols in all the city's grammar schools was begun today by joint sponsors of the program, the City Police Department and the Carolina Motor Club. Charlotte News, November 21, 1949.

Gulford. The Guilford County Board of Education was meeting in special session today to tackle the problem of how to provide classes for 485 rural students rendered without facilities last night by a fire which razed the main building of McLeansville school. —Henderson Dispatch, November 22, 1949.

Winston-Salem. City school supplement checks for Winston-Salem's teachers, varying in amounts from \$96 to \$216, will be distributed December 9, it was decided last night by the Winston-Salem Board of School Commissioners. —Winston-Salem Sentinel, November 11, 1949.

Durham. In an address here before the 27th annual convention of the North Carolina Education Association, Dr. Clyde A. Erwin, State Superintendent of Public Instruction, last night urged fewer and larger high schools in North Carolina. —Durham Sun, November 19, 1949.

Forsyth. Three Forsyth County high schools (Kernersville, Walkertown and Mineral Springs) became the first county schools in the State ever accepted as members of the Southern Association of Colleges and Secondary Schools. —Winston-Salem Journal, December 2.

Bertie. Some 226,800 meals are served each school year in the schools of Bertie County, it was pointed out this week by J. L. Dupree, superintendent of schools, who revealed that last year the Federal government contributed food valued at \$9,035 to the Bertie county school lunch program and provided reimbursement for meals amounting to \$11,742. —Windsor Leger-Advance, November 24.

Chatham. J. S. Waters, county superintendent of schools, has just secured another large quantity of surplus commodities from the Federal government for use in the school lunchrooms of Chatham. —Siler City News, November 24.

Greensboro. Greensboro public schools are participating in an experimental study of special education in North Carolina. B. L. Smith, city school superintendent, reported yesterday. —Greensboro News, December 5.

# NORTH CAROLINA PUBLIC SCHOOL

# BULLETIN

Published Monthly by the State Department of Public Instruction

FEBRUARY, 1950

RALEIGH, NORTH CAROLINA

VOL. XIV, No. 6

## GOVERNOR CITES IMPROVEMENT IN SCHOOLS IN YEAR'S REPORT

In a review of the first year of his administration, Governor Scott recently cited improvement in education as the second point in the 15-point program enunciated at the beginning of his administration.

Credit for the progress that has been made in the State was assigned by the Governor "to the members of a team, of which you elected me captain."

As to education, the Governor said: "I advocated positive action toward improving our schools with full realization that the cost would be high. I continue firm in my belief that we cannot afford NOT to spend the major part of our general fund taxes for the education of our oncoming generation. I urged with all the power I possessed better salaries for teachers and more funds for more and better school buildings. The Legislature granted more than ever has been appropriated before for public education; and in addition, the people voted bonds in the sum of \$25 million for additional State aid in building new schools, also many counties are now planning supplemental funds for buildings.

"At the beginning of the century, when Governor Aycock led the educational revival, we were spending less than 100 thousand dollars a year for schools. As we enter the new half-century, we are spending more than 100 million dollars a year for the education of our children.

"The direct appropriation by the State for its public schools this year is \$88 million. This increase of \$22 millions over 1948 enabled us to realize the average salary of teachers to \$2,494 a year. It also permitted us to reduce the teacher load, provided for better transportation and more adequate maintenance of plants and provide better instructional facilities and a vastly important child health program. We are holding more of our good teachers and attracting better qualified men and women to the teaching profession. We are rapidly building sorely needed new

class-rooms, not only with the \$25 millions you voted in June, but also with \$25 millions appropriated directly by the Legislature from monies accumulated in the war surplus fund and with local supplements. The State Board of Education is now approving new school buildings and additions and improvements at the rate of a million dollars a month, and this rate should increase in 1950. Including matching local funds, the State of North Carolina is planning to build nearly \$150 million dollars worth of modern school housing in the next five years.

"I continue to regard a comprehensive program of public education as the soundest insurance policy the State of North Carolina can take out."

## Board Approves Another \$1 Million for Buildings

Another \$1 million for building purposes was approved by the State Board at its regular meeting on January 5, 1950.

This amount, a total of \$1,098,528.05, added to previous approvals of the Board from the State School Plant Construction, Improvement and Repair Fund, makes \$5,903,393.75 approved so far from the \$50 million provided by the General Assembly of 1949.

Projects approved in January were divided as to race as follows: White \$667,483.87; Negro \$286,422.29; Indian \$144,621.89, the latter for a new building for the Magnolia school in Robeson County. Other approvals were for gymnasiums for the Perquimans County High School and the Roxboro High School in Person County. Reroofing projects were approved for three Hoke County schools—Hoke High, Raeford and Ashemont.

Other projects included classrooms, heating and lighting for schools in Glen Alpine, Durham, Gaston County, Rocky Mount, Rowan and Wake Counties.

## Board of Health Provides Free Films to Schools

Films to aid the public schools to develop instructional programs in the areas of human relations may be borrowed from the Film Library, State Board of Health, without cost except return transportation.

General suggestions for obtaining and using these films may be secured from the School-Health Coordinating Service, a joint agency of the State Board of Health and the State Department of Public Instruction. Write to Dr. R. M. Fink and specify Mental Hygiene Bulletin No. 6.

## Banks Heads Board Association

Thomas A. Banks, a member of the Wake County Board of Education, was named to head the North Carolina School Board association at its annual meeting on December 8, 1949. Banks succeeds Henry A. Scott, chairman of the Alamance Board.

Charles W. McCrary, chairman of the Asheboro City Board was reelected vice president, and Temple Gobbel, Chapel Hill, was re-elected secretary-treasurer. Dean Guy B. Phillips of the University School of Education was continued as executive secretary.

New members named to the executive committee were Dan Drummond of Winston-Salem, J. T. Ashford of Red Springs, and L. H. McNeeley of Morganton.

## FEATURES

	Page
Governor Cites Improvement in Schools in Year's Report.....	1
Superintendent Erwin Says.....	2
Why? .....	3
State's College Enrollment Remains Same.....	4
Boys Get Thin Deal Principal McFadyen Says.....	7

# Superintendent Erwin Says . . .

**N**ORTH Carolina's cooperative school health program is receiving high acclaim outside the State as well as in North Carolina. According to several national authorities in the fields of health and education who visited North Carolina recently, we have taken the leadership role in developing on State and local levels a coordinated school health program utilizing the resources of the schools and the health departments. The welfare departments, the medical and dental professions, and other State and local agencies and organizations have contributed to the success of the accelerated program made possible by the appropriation of \$550,000 for each year of the biennium 1949-50 and 1950-51. This was the first State appropriation ever made for school health to a State Board of Education for allocation to school administrative units.

One of the most encouraging phases of this program is the interest and cooperation shown in using the funds where needs really exist. The major portion of all funds allocated have been budgeted for the correction of defects. One county reported that:

1. Through the cooperation of teachers, nurses and other health department personnel, the program of examination had been completed during the first three months of school.

2. Tonsil clinics for those children whose parents could not pay had been held twice a week.

3. In cooperation with the State Commission for the Blind and the Lions Club, eye clinics had been held.

4. Through the voluntary cooperation of local dentists and the Division of Oral Hygiene of the State Board of Health, an expanded dental health program is under way.

5. Through educational procedures child health improvements is becoming a reality.

This work in one county is just one of the many examples of the results that can be achieved by cooperative endeavor.

I would like to take this opportunity to congratulate the school and health department personnel for the work accomplished in child health improvement. I hope that all administrative units will have programs fully developed at an early date. With continued appropriations by the Legislature, which can be assured with wise use of funds, we can soon look forward to the time when North Carolina will be nationally recognized as a place where children can grow up to be strong and healthy citizens.

## NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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February, 1950

**CLYDE A. ERWIN**  
State Supt. of Public Instruction

Entered as second-class matter November 22, 1939, at the post office at Raleigh, North Carolina, under the Act of August 24, 1912.

**EDITOR**  
**L. H. JOBE**  
Director, Division of Publications





# Ye Editor Comments . . .

## MEN TEACHERS

FIGURES recently computed by the Research Division of the National Education Association show that in North Carolina 12.6 per cent of classroom teachers are men. Only five states—Iowa, Louisiana, South Carolina, Vermont, and Virginia—have a lower percentage. Highest percentage of classroom teachers who are men is found in Utah, 32.8 per cent.

The BULLETIN is of the opinion that there should be more men teachers in North Carolina classrooms. Nearly half (49.8 per cent) of the total public school enrollment consists of boys. These boys should have the privilege and opportunity of more men teachers than is now the case as they pass through the public school system. It is perhaps no exaggeration to state that many boys drop out of school because they do not get the sympathy and understanding that only a man can give to a boy.

Boys are under the influence of their mothers before they go to school. At school they have women teachers, and after they are married—well, about the only time a boy (man) has the influence of other men is in college and during working hours. We believe more men should be teachers than is now the case.

## FEDERAL AID

DON'T forget Federal aid. In the first session of the 81st Congress the Senate passed a Federal aid bill, which had the support of a great majority of the people. The bill failed in the Committee on Labor in the House.

This bill is to come up again at the second session of the 81st Congress. It is a good bill and should be enacted into law. It will be passed if all those in favor of it who have any influence with members of the House will get behind it with all the force at their command.

There is more sentiment for Federal aid throughout the nation now than ever before. The people understand the meaning and implications of Federal aid. Those of you who have influence, please make this one last effort in order that 1950 will mark a new day in public education in this State and Nation.

## HALF CENTURY

WE are not going to get into any controversy as to the end of the half century, or rather the beginning of the second half of the century. We won't have any trouble in this respect because the school year best indicating the half century work is the current year, 1949-50. When this year ends, reports will be made and tabulated; and comparisons can be made with other years, five and ten year periods and with 1899-1900, fifty years ago, in cases where similar figures are available.

## WHY?

**Why are there fewer boys than girls in the public high schools?**

Last year's record shows a 55-45 per cent distribution in favor of girls. In the elementary schools the distribution is nearer 50-50, in fact a little in favor of boys.

**But why is it that boys don't go to high school?**

By years the boy-girl ratio for 1948-49 was as follows:

First year.....	46.7 to 53.3
Second year.....	44.7 to 55.3
Third year.....	43.5 to 56.5
Fourth year.....	43.6 to 56.4

**What happens to these boys and why don't they go on to high school?**

Is it because boys don't like high school as it is presently organized? Is it because they don't see its value? Is it because boys can get a job more easily than girls and hence would rather go to work? Is it because their value as workers during the high school period is more valuable than that of girls? Or is it because the type of instruction offered in the public high school does not appeal to boys as essential unless they expect to go on to college?

Perhaps we should make a study of boys who drop out of high school. Perhaps we should make a study of high schools in relation to high school boys. If we knew the answers, would we, or could we, provide the change necessary in order that the boy-girl ratio would continue more nearly equal through the high school?

## Bible Teaching Shows Downward Trend

Fewer students take courses in Bible this year than was the case in 1948-49 and in 1947-48, records for the current year show.

In 1947-48 there were 37,518 pupils who took courses in Bible. This number dropped to 29,838 in 1948-49, and this year to 28,025.

The number of schools offering a course in Bible decreased from 229 in 1947-48 to 187 in 1948-49 and now there are 147 schools which offer Bible instruction.

## Yelton Opposes Social Security for Members of State Retirement System

Nathan H. Yelton, Executive Secretary of the State Retirement System, recently expressed opposition to that part of HB 6000 (Social Security Bill passed by the House of Representatives) which provides for social security benefits to local and State employees who are members of the State Retirement System.

Officials of both the State Employees Association and the Highway Employees Association are also opposed to this phase of HB 6000 Representatives from these two organizations and Mr. Yelton recently went to Washington to see North Carolina Senators and Representatives in favor of amending the Bill so as to exclude State employees.

Mr. Yelton opposes the inclusion of members of the State's Retirement System in the Federal Social Security System for a number of reasons: (1) the benefits are small; (2) present State system is better; (3) if employees belonged to both Federal and State systems, then in times of financial stress, the Legislature would probably eliminate State contributions to one of the two systems and this might jeopardize the strength of the present system; and (4) advantages under the State plan are greater.

A majority of state education associations have expressed their opposition to placing any public school teachers under the Federal program. The National Education Association has voted that Federal social security should not be made available to any public school employee. And the National Council on Teacher Retirement is opposed to schemes for including under social security members of existing local and state retirement systems.

## STATE'S COLLEGE ENROLLMENT REMAINS SAME MEN OUTNUMBER WOMEN NEARLY TWO TO ONE

North Carolina's college enrollment for the current year remains at about the same as it was in 1948-49, according to a tabulation just completed by Dr. J. E. Hillman, Secretary of the North Carolina College Conference.

Dr. Hillman's tabulation shows a total enrollment this college year, taken as of October 1, 1949, of 46,369, whereas for a year ago a similar tabulation showed the State's total college enrollment to be 46,570. This decrease of 201 is less than one per cent. The change for the nation as a whole was a 2 per cent increase.

Men outnumbered women almost two to one, the tabulation shows—men 30,330; women 16,039. However, last year this distribution was more than two to one, there being more men, 31,190, and fewer women 15,380. This change in sex ratios, according to Dr. Hillman, is accounted for by the fact that the enrollment of veterans decreased 22.2 per cent from 39.6 of the total in 1948-49 to 30.9 per cent in 1949-50. Then, too, the fact that the number of girls graduating from high

school greatly exceeds the number of boys, provides a base for the increase in women college students.

By races, this year's enrollment is as follows: white, 37,686; Negro, 8,530; and Indian 153. By types of institutions, the enrollment is divided into: senior colleges, 40,368; junior colleges, 5,565; off-campus centers, 166.

In white institutions, 32 per cent are veterans as compared with 41.3 per cent in 1948-49; in Negro colleges, 24.9 per cent as compared with 22.3 per cent in 1948-49; and in Indian colleges, the enrollment of veterans is 30 per cent as compared with 39.6 per cent in 1948-49.

Men students represent 68.5 per cent of the total white enrollment as compared with 70.3 per cent in 1948-49. Negro institutions have 51.9 per cent men students as compared with 52.1 per cent in 1948-49, and the Indian college enrollment is 44.4 per cent men as compared with 59.5 per cent in 1948-49.

The following table shows the enrollment in each institution for the past three years, divided as to sex for 1949-50:

### ENROLLMENT BY INSTITUTIONS

(As of October for Each Year)

Institution	1949-50		Total	1948-49	1947-48
	Men	Women			
A. SENIOR COLLEGES—White:					
University, Chapel Hill.....	6,495	924	7,419	7,603	7,670
State College.....	4,551	49	4,600	5,227	5,333
Winston's College.....	2,190	2,190	2,190	2,127	2,112
Appalachian.....	728	532	1,260	965	1,005
East Carolina.....	840	819	1,659	1,384	1,404
Western Carolina.....	428	180	608	550	551
TOTAL PUBLIC.....	13,042	4,694	17,736	17,856	18,076
Atlantic Christian.....	341	161	502	507	523
Black Mountain.....	14	48	62	55	90
Catawba.....	567	199	766	839	787
Davidson.....	883	.....	883	949	979
Duke.....	3,698	1,386	5,084	5,114	4,890
Elon.....	619	213	832	808	709
Flora MacDonald.....	8	215	223	271	312
Greensboro.....	2	349	351	382	405
Guilford.....	423	139	562	608	592
High Point.....	571	177	748	795	820
Lenoir Rhyne.....	555	237	792	805	844
Meredith.....	.....	538	538	537	578
Montreat.....	.....	152	152	161	206
Queens.....	15	362	377	398	467
Salem.....	25	298	323	320	390
Wake Forest.....	1,837	335	2,172	2,111	2,000
TOTAL PRIVATE.....	9,578	4,775	14,353	14,660	14,592
TOTAL SENIOR—White.....	22,620	9,469	32,089	32,516	32,667
SENIOR COLLEGES—Negro					
Agricultural and Technical.....	2,153	679	2,832	2,778	2,748
North Carolina.....	594	552	1,146	973	968
Elizabeth City.....	113	363	476	477	489
Fayetteville.....	157	381	538	519	585
Winston-Salem.....	187	276	463	472	484
TOTAL PUBLIC.....	3,204	2,251	5,455	5,219	5,264
Barber Scotta.....	.....	156	156	154	151
Bennett.....	.....	482	482	465	485
Johnson C. Smith.....	413	284	697	733	811
Livingston.....	163	188	351	362	335

Shaw	364	438	802	904	825
St. Augustine	214	239	453	442	442
TOTAL PRIVATE	1,154	1,787	2,941	3,060	3,099
TOTAL SENIOR—Negro	4,358	4,038	8,396	8,279	8,363
SENIOR COLLEGES—Indian:					
Pembroke	68	85	153	116	131
TOTAL SENIOR COLLEGES	27,046	13,592	40,638	40,911	41,161
B. JUNIOR COLLEGES—White:					
Asheville-Biltmore	203	84	287	256	302
Charlotte	205	64	269		
Wilmington	243	50	293	210	140
TOTAL PUBLIC	651	198	849	466	442
Belmont Abbey	159		159	185	175
Brevard	232	173	405	406	449
Campbell	260	102	362	477	537
Chowan	72	55	127		
Edwards Military Institute	36		36	33	30
Gardner-Webb	270	160	430	400	373
Lees-McRae	145	109	254	233	213
Louisburg	127	87	214	250	330
Mars Hill	493	417	910	931	1,020
Mitchell	96	176	272	227	207
Oak Ridge	79		79	103	88
Peace		250	230	185	257
Pfeiffer	160	129	289	334	336
Pheland		29	29	19	15
Presbyterian	155	10	165	159	258
Sacred Heart		51	51	37	52
St. Genevieve		80	80	91	86
St. Mary's	2	213	215	219	184
Warren Wilson	40	42	82	60	55
Wingate	133	91	224	255	270
TOTAL PRIVATE	2,459	2,154	4,613	4,604	4,940
TOTAL JUNIOR—White	3,110	2,352	5,462	5,070	5,382
JUNIOR COLLEGES—Negro:					
Carver—Public	26	28	54		
Immanuel Lutheran—Private	31	18	49	58	55
TOTAL JUNIOR—Negro	57	46	103	58	55
TOTAL JUNIOR COLLEGES	3,167	2,398	5,565	5,128	5,437
TOTAL SR. & JR. COLLEGES	30,213	15,590	46,203	46,039	46,598
C. OFF-CAMPUS CENTERS—White:					
Burnsville*	55	22	77	60	33
Charlotte				266	302
Fayetteville				38	25
Gastonia					26
Greensboro*	47	11	58	77	65
TOTAL WHITE	102	33	135	491	451
OFF-CAMPUS CENTERS—Negro:					
Wilmington*	15	16	31	40	22
TOTAL OFF-CAMPUS	117	49	166	531	473
D. SUMMARY					
White Students	25,332	11,854	37,686	38,077	38,500
Negro Students	4,430	4,100	8,530	8,377	8,440
Indian Students	68	85	153	116	131
GRAND TOTAL	30,330	16,039	46,369	46,570	47,071
TOTAL PRIVATE—White	3,110	2,352	5,462	5,070	5,382

\*Sponsored by Woman's College in 1949-50.

\*\*Sponsored by Fayetteville State Teachers' College in 1949-50.

## Resource-Use Education Conferences Held

Eight Resource-Use Education Conferences were held during January and February by the State Resource-Use Education Commission, it is stated by Dr. R. L. Weaver, Director.

Conferences were held as follows: Fayetteville, January 7; Wilmington (two), January 9; Raleigh, January 14; Asheville, January 28; Elizabeth City (two), February 1; and Charlotte, February 4.

## Two N. C. Superintendents Chosen for Japanese Work

Dr. L. E. Spikes and Jean P. Booth, Superintendents of Burlington and Kingston, respectively, were chosen recently for four months educational work in Japan.

Superintendents Spikes and Booth left this country late in January. They are among fourteen educators selected from the United States to help strengthen the educational program in Japan. They will be attached to General McArthur's staff while in Japan.

## Pendergraft Succeeds Davis

Paul D. Pendergraft of Chapel Hill has been appointed to succeed A. C. Davis as principal auditor in the Division of Auditing and Accounting, it is announced by C. D. Douglas, Controller of the State Board of Education.

Mr. Davis was moved up as head of the Division last fall when Mr. Douglas, the former director, was made Controller, replacing Paul S. Reid who resigned to accept the presidency of Western Carolina Teachers College, Cullowhee.

Mr. Pendergraft is a graduate of the University of North Carolina. Before assuming his present duties on December 1, 1949, he was employed by the Federal Government in the Chapel Hill Post Office.

## State Employees Have Three Retirement Options

When State employees retire at the age of 60 or thereafter, they have the choice of three options as to how their retirement benefits may be paid. Or, if they make no choice, maximum retirement benefits will be paid only until death.

The three options are as follows:

I. Member receives slightly less in benefits than if no option is made, but his beneficiary would be guaranteed a return of the unused portion (paid in a lump sum) of his annuity at death.

II. Benefits under Option 2 would be approximately 60% less than the maximum benefits if the beneficiary is about the same age of the member, and upon his death the beneficiary would receive the same benefits until death.

III. Under Option 3 the member would receive a greater amount during his life than under Option 2, but the beneficiary upon death of the member would receive a smaller amount until death.

A member undecided as to which option he would take should request several months before retirement the Retirement Commission to furnish him with preliminary figures under the various options. Application for retirement must be made at least 30 days before the specified time of retirement. Option and beneficiaries cannot be changed after retirement.

Other information concerning retirement may be obtained from the State Retirement System, Raleigh, N. C. This office is not a part of the Department of Public Instruction.



## ENROLLMENT IN STATE'S PUBLIC HIGH SCHOOLS INCREASE

More than 5,600 boys and girls were enrolled in the State's public high schools in 1948-49 than in 1947-48, according to a comparison of these enrollments for the two years.

In 1948-49 the count was 172,717, whereas in 1947-48 there were 167,098 boys and girls, white and Negro, enrolled in all public high schools. The

1948-49 total was divided according to race as follows: white 132,051; Negro 40,666.

Graduates from the high schools numbered 28,685 — 22,892 white and 5,793 Negro — in 1948-49, an increase of 2,006 over 1947-48.

The following table shows the 1948-49 report as compared with 1947-48:

Public High Schools, 1947-48 and 1948-49

	White		Negro		Total	
	1947-48	1948-49	1947-48	1948-49	1947-48	1948-49
No. of Schools .....	730	729	226	230	956	959
Accredited .....	699	697	181	182	880	879
Non-accredited .....	31	32	45	48	76	80
No. of teachers .....	5,408	5,744	1,380	1,498	6,788	7,242
Enrollment .....	158,737	172,051	38,861	40,666	167,098	172,717
Av. D. Attendance .....	111,966	116,757	32,355	34,861	144,321	151,618
Enrollment						
First Year .....	42,708	44,077	14,001	15,012	56,709	59,089
Second Year .....	35,301	34,876	10,626	10,924	45,927	45,800
Third Year .....	27,965	28,893	7,920	8,297	35,885	37,190
Fourth Year .....	22,763	24,206	5,814	6,433	28,577	30,638
Graduates .....	21,176	22,892	5,082	5,793	26,252	28,685

## WHAT IS LIFE ADJUSTMENT EDUCATION?

Life Adjustment Education is designed to equip all American youth to live democratically with satisfaction to themselves and profit to society as home members, workers and citizens. It is concerned especially with a sizable proportion of youth of high-school age (both in school and out) whose objectives are less well served by our schools than the objectives of preparation for either a skilled occupation or higher education.

All organized education involves an eternal dilemma: the freedom of the individual and the limitations of organized society. The aim of Life Adjustment Education is to develop an individual who achieves reasonable compromises between his own aspiration, attainment, and happiness and the welfare of society as a whole. In decisions involving this dilemma, the burden of proof is on society.

This concept involves separate planning with regard to each pupil. Basic to this is a detailed and cumulative study of each pupil, the result of which is working material for both teacher and pupil. Basic also is a knowledge of society which acquaints the pupil with his opportunities and his limitations. Again teacher and pupil must share this information.

The freedom of the individual implies that he can share in planning his objectives in terms of his own traits and the opportunities which appear feasible to him. It also implies that the school,

having aided and approved his planning, will teach him in the way he can learn and within the limitations of his abilities.

The limitations of society are expressed positively in terms of opportunity and negatively in social and legal taboos and the inflexibility of economics. On the positive side are the required areas of learning which implement the individual's freedom and enrich the culture which he shares. Here lie feasible vocational opportunity and education beyond the secondary school. On the negative side are laws and customs with which the pupil must come to terms and the vocations he must forego. The limitations of the school for perfect adaptability to the pupil's needs also constitute a negative factor.

The unit of adjustment is the individual, and the unit of action the whole school.

To square with life adjustment criteria, practices involving groups or classes must be adapted to provide for the needs of the individuals in every group. Only under such conditions would the school be providing life adjustment education.

Good practices often may be steps toward life adjustment education. They will attain significance for the life adjustment of Jim or Mary to the extent that they are carried on in a school which has studied the individual's needs, and can justify its entire program in terms of its effort to satisfy those needs.

## The World Educates

*Argentina.* The recently ratified Argentinian constitution makes education at all levels free.

*Australia.* The Federal National Fitness Council has sponsored an interesting survey of child posture on a nation-wide scale.

*Austria.* A new law decrees that religious instruction shall again be compulsory, thus re-establishing the system existing before the Anschluss.

*Brazil.* In the Valle del Rio Doce district an effort is being made to establish "Health Clubs" on the lines of the ones which have met with such great success in other districts.

*Chile.* The first itinerant school to be used in the war on illiteracy has just been formed in the southern districts.

*Egypt.* From 1922 to 1947, the number of university students in Egypt increased from 3,000 to 21,000, not counting the 17,500 students at the Mohammedan University of El. Azhor.

*Great Britain.* The working party set up by the Minister of Education to advise on the steps necessary to secure enough women candidates for training as teachers, reported in July that thousands more women teachers will be wanted each year, but that teaching does not now attract so high a proportion of the very able as it did 20 years ago.

*Hungary.* In order to give young talented workers an opportunity of choosing an intellectual career, special one-year courses for persons between the ages of 17 and 32 have been organized.

*Japan.* Steps were taken in April, on the initiative of Unesco to establish a book exchange center in Japan.

*Luxemburg.* A new auxiliary vocational guidance, under the title of "preorientation professionnelle", has been set up by a decree of February 2nd.

*Pakistan.* The provincial government of the West Punjab has completed its five-year plan for the opening of 1,200 new primary schools every year. 800 for boys and 400 for girls.

*Spain.* Costs having greatly increased, the Ministry of National Education has raised its grant-in-aid for a classroom built by municipal or private enterprise to 40,000 pesetas, provided that such classroom form part of a public, national school.

## BOYS GET THIN DEAL PRINCIPAL McFADYEN SAYS

"We are giving the boys a thin deal" in most high schools.

This is the opinion of Henry C. McFadyen, principal of the Albemarle High School who writes an article for the *Wilmington Star-News* (January 8) recalling his school days with his first "man teacher". (Ed. Note: This article found after our editorial comment in this issue was written.)

Principal McFadyen's article is worth repeating here:

Twenty-four years ago my family moved away from the small town in Texas where I had grown up. I was fourteen and had just completed the eighth grade.

A week ago I went back for the first time. An old friend and I drove around looking over all the places I remembered. We talked of school and the teachers we used to have. I was a little surprised that I could recall only two. One of them was a man. "What ever become of Shoffner Sterling?" I asked.

Shoffner Sterling was a young man right out of the University of Texas who came to teach us kids in the seventh grade. He was the first man teacher we boys had ever had. He was handsome. Even a messy seventh grade boy could see that. He wore stylish clothes, but we did not hold that against him. We knew that he had been a star hurdler at the university, and he could drive under a basketball goal and shoot baskets over his head. He also knew how to teach arithmetic, but this we considered a minor accomplishment. We admired and worshipped him because he was a manly man, the kind of a man a boy might some day like to become. Mr. Sterling would have looked just right in the uniform of the Northwest Mounted Police, but here he was teaching us how to kick a football.

As it turned out, we boys were good judges of character. Shoffner Sterling left that town to teach in a larger community. Before many years a creeping arthritis began to harden his joints. The last six years of his life he was virtually unable to move. Yet he had so won the respect and admiration of the people of that community that every afternoon of this six helpless years there were three people on hand to play games with him to help him pass the time. He liked to play cards and monopoly and such games, and the folks in town knew it. They worked out a schedule, to make sure that on every afternoon Shoffner Sterling had company.

I would like for my boys to be exposed to some men like that about the time they reach the seventh grade and periodically thereafter. I have no objection to their being exposed to

some good women teachers either, but I don't have to worry about that. There is no shortage of women in the schools. Up until a boy is about twelve, I don't think it matters much that he is taught entirely by women. I rather think that men lack the kind of patience needed to work with younger children anyway. But from the time that it dawns on a boy that he is going to be a man someday, I think he needs to come in contact with men at least half the time.

It will be all right if he forgets most of what they try to teach him. The important thing is that he will have before him frequently a living example of a decent manly man. The way things are now, about the best I can hope for when my boys get to high school is that they will be exposed to men about a quarter of the time.

I don't know how to tell you to get more men in the school business. All I know is that in most junior and senior high schools, we are giving the boys a thin deal in this respect, and the girls too I suspect, for just about every girl is going to wind up living with one of the critters. The girls too might welcome a chance to see what men are like.

## Burlington Schools Feed 5,000 Daily

Burlington's 10 city schools feed more than 5,000 students each day at a cost of from 10 cents to not more than 25 cents per meal.

Total spent last year on this school lunch program was \$209,293. The Federal government contributed an additional \$32,189 worth of food, which included cheese, butter, peanut butter, canned peaches, potatoes, dried milk, dried eggs, canned tomatoes, tomato paste, honey, orange juice, dried apples and fresh apples.

Typical meals were: turnip greens, cheese, blackeyed peas and an apple; barbecue beef in a hot bun, cabbage, beets, peanut butter and peach cobbler; roast beef with rice and gravy, candied yams, sliced pear salad with grated cheese and orange juice.

The managers of each lunch room have been selected for their knowledge of food and nutrition and their ability in cafeteria management. Menus at each school are prepared a week in advance and submitted to a central menu approval center.

Burlington cafeterias, it is stated, are more than just dining halls; they are also training centers for good manners and for the development of good food habits.

## FHA Increases Membership

Membership in the Future Homemakers of America increased from 9,529 in 1948 to 12,076 in 1949. It is learned from a recent report made by Mrs. Ruth B. Ferguson, State FHA Adviser with the State Department of Public Instruction.

FHA is an organization composed of girls who are taking homemaking subjects in high school.

This year, Mrs. Ferguson reports, there are 314 chapters, 70 more than was the case a year ago.

The annual meeting of the State FHA Convention will be held at Hugh Morson High School Raleigh, on April 15, 1950. The National Convention is scheduled for June 28-30 at Kansas City, Missouri.

## Teachers' Journal Receives Praise

"The titling and the accompanying artwork are superb." "Page nine is perfect." "Your artist has fitted the lettering (for titles to articles) so well to the subject matter and tone of the articles as to produce a symphony in print." "I salute most sincerely the entire editorial staff and the staff artist."

With the above praises and more, Dr. Francis S. Chase, Director, Rural Editorial Service, University of Chicago, wrote Mrs. Edwards and Dr. Abrams, Editor and Associate Editor of *North Carolina Education*, in commendation of the December number of the official organ of the North Carolina Education Association.

"I have seldom, if ever, seen an issue of an education journal which comes closer to my idea of what a State teachers' association journal should be and do," Dr. Chase wrote.

"Analysis of your contents shows that you have a leading article on an important issue which should be of interest to all teachers; a helpful discussion on the use of a new teaching tool with applications to many subjects; a valuable summary of research in the teaching of reading which should be helpful to all teachers; and pointed suggestions for the improvement of administration, and in-service education.

"The issue also contains stimulating overviews of what is going on in education and of the work of professional association. All of this is topped off with hard-hitting, timely editorials; and the whole is served up with a dash of humor and in a form so appealing that I want to quit work for the day and read the entire issue."

# Review Shows Larger State Contributions for School Support

## Smaller Percentage of Total From Property Taxes

(Note—The material for this State School Support Review was obtained from the Research Division, National Education Association, by H. C. West Stauchman, State Department of Public Instruction, Raleigh, North Carolina.)

### Background

The support of public schools in North Carolina has undergone considerable change within the past two decades. The trend has been in the direction of larger contributions by the State; more State control has accompanied the increased aid.

In former years there were two distinct terms: (1) the six months' term required by the constitution and (2) the extended term supported largely by local districts. These two terms were financed and administered separately; the same superintendent was employed, but there were frequently different boards of control.

For the six months' term three separate and distinct budgets were required, each supported by a separate tax rate with a prohibition against the transfer of funds from one budget to another. These were: (1) current expense, (2) capital outlay and (3) debt service. The State, by means of an equalization fund, aided in the costs of current expense and required the counties to levy a tax sufficient to maintain the schools. This equalization fund has increased from less than \$2,000,000 in 1925-26 to more than \$5,000,000 in 1930-31. Aid to the capital outlay program was provided in the form of loans to be repaid over a period of ten to twenty years. There was no State assistance for debt service. The counties and cities having to pay their own indebtedness.

One of the major changes in school support was the abolition of the extended term. The General Assembly of 1943 raised the Standard of State support to 180 days for all schools and appropriated more than \$87,000,000; in 1945 the funds were increased to \$45,000,000, in 1947 to \$83,000,000 and in 1949 to \$87,000,000. In addition, the 1949 Legis-

Legislative appropriations. Total ap- a State bond issue after a vote of the people.

*Income from permanent school fund.* The only permanent school fund is called the State Literary Fund. From it loans are made at 4 percent interest to counties for the erection or improvement of school buildings. During 1947-48 a total of \$359,405 was made available for this purpose. Repayments are spread over a period of ten years. Assets consist of cash and annuities due from counties on loans; an occasional increment comes from the sale of swamp lands. Total value of the fund at June 30, 1945, was nearly \$2,400,000. The table below gives by sources the amounts and percentages of funds provided by the State for support of schools in 1947-48:

*Sources of income.* The bulk of the State's income for the general fund comes from three sources: (1) income taxes on corporations and individuals, (2) a 3 percent general sales tax with few exemptions and (3) fees charged for licenses and franchises. The \$50,000,000 for capital outlay came 50 percent from surplus and 50 percent from

### II. DETAIL OF STATE SCHOOL FUNDS, 1947-48

Source	Amount	Per Cent
I. Earmarked taxes (intangibles)	\$ 547,437	.9
II. Legislative appropriations (amount used):		
1. General Education	60,598,109	96.0
2. Vocational Education*	1,163,947	1.7
3. Free Textbooks	819,998	1.3
III. Income from Permanent School Fund***:		
1. Interest	29,245	.04
2. Land Sales	1,077	.002
TOTAL	\$ 63,099,813	100.0

\*Includes account for purchase of buses.

\*\*Excludes \$817,207 of Federal Funds.

\*\*\*See Table 3 for amount made available.

### Apportionment of State Aid

State funds for school support are distributed as general or special aids. *General Aid.* The largest of the State's contributions—nine months' school fund—is for general control, instructional service, operation of plant and auxiliary services for all schools for a term of four years during the first year of teaching rating (Class A certificate with eleven years of experience). For teachers holding a master's degree and meeting other requirements there is a graduate certificate which will pay in 1949-50 a maximum of \$341 per month for G-12 rating. The college graduate, holding Class A certificate, receives \$229 monthly during the first year of teaching.

The State Department of Public Instruction has been authorized to make a study of the State's school support system with a view to making such changes as may be necessary to bring it into line with the Federal Government's plan for a national system of school support.



duction fund of \$1,250,000 each year from State sources was provided to take the place of a like amount of local property taxes. The gain to the schools was the greater dependability of State income; in many communities local taxes were not collected.

With these two aids (to six months' and extended terms) the State in 1929-30 provided 16.7 percent of total school support. Nearly 90 percent of the tax-able property of the State was under a special tax of varying rates for the extended term, but about 25 percent of the children were enrolled in schools with terms of less than 160 days. Neither tax rates nor school terms were uniform. Average term in 1929-30 was 154 days (145.6 in counties, 177.1 in cities and towns.)

The 1931 General Assembly abandoned the idea of equalizing tax valuations (through State Board of Equalization) and provided that the State would pay the cost in all schools, on State standard of support of four of the six objects of expenditure in current expense—general control, instructional service, operation of plant and auxiliary services. The equalization fund was changed to the six months' school fund and the amount of this aid was increased to nearly \$12,000,000. The tax reduction fund—to assist the extended term—was continued during the biennium 1931-33 with an appropriation of slightly more than \$1,000,000 for each school. In 1931-32 the proportion of total school support furnished by the State increased to 30.5 percent. Average term increased to 154.7 days (147.2 for counties, 174.4 for cities).

In 1933 the North Carolina General Assembly consolidated the two terms—six months' and extended—accepting the idea of complete State support of a portion of the educational program for a term of 160 days; provided an eight months' school fund to be paid from State revenue without the levy of an

summit— to the controller's office of the State Board of Education. The board consists of thirteen members: ten appointed by the Governor and three elected officials (Lieutenant-Governor, State Treasurer and State Superintendent of Public Instruction). Affairs of the board are administered by the controller; educational matters are handled by the State superintendent. To secure State funds, local superintendents draw vouchers upon the State Treasurer to the extent of their approved budgets.

The State Board of Education has wide discretion in allocating funds to utilize all modern school plants without regard to district or even county lines; it can change bus routes, determine where high school instruction may be offered and abolish small schools. Standard salary schedules—with no distinction between races or between levels of instruction—are adopted by the State Board of Education for teachers and principals. The amounts vary from year to year depending upon total funds available.

Basis for the teachers' schedule are college training and teaching experience with a maximum salary of \$306 monthly (1949-50) to teachers with A-11

1949-50 is \$270 monthly for a principal with no supervisory experience and only seven teachers; the maximum for a principal with master's degree who supervises forty or more teachers and who has P-8 rating (eight years of experience as principal) will be \$550 monthly. Thus the principals' schedule ranges from \$2,700 to \$5,000 annually. Superintendents have a schedule likewise based upon experience as superintendent and size of unit administered. The range in annual salaries for 1949-50 is from \$4,374 to \$6,900.

*Special Aids.* Other State distributions are for vocational education, free textbooks, and bursars for buildings. Vocational money is allotted by the State Board of Education to schools meeting the requirements. Funds for textbooks are used in purchasing texts; the books are distributed to schools for elementary pupils (grades 1-8) without cost except damage fees to local units. Loans are made by the State Board of Education to counties from the State Literary (permanent) Fund for the erection or improvement of school buildings.

The table below gives the types of school aid and amounts for each provided by the State during 1947-48:

### III. APPORTIONMENT OF STATE AID, 1947-48

Type and Percentage of Aids	Name of Fund	Basis of Distribution	Amount
1. General Aid (96.4%)	Nine Months' School Fund:	Need—approval of State Board of Education	\$60,598,109
2. Special Aids (3.6%)			
(a) Vocational	Vocational Education:	Requirements—State Board of Education	1,103,947
(b) Free Text-books	Textbook Fund:	Number of Pupils—State Board	819,998†
(c) School buildings	State Literary Fund:	Application—State Board	359,405‡
TOTAL			\$62,851,451

† Distributed in books rather than money.  
‡ Loans.

### Sources of State School Revenue

*earmarked Taxes.* North Carolina does not earmark taxes collected by the State for the support of schools. It taxes intangibles and refunds a portion to the counties; schools participate in this amount—heretofore designated as earmarked taxes—without State control. Legislative appropriations are paid from the general fund.

### I. SOURCES OF SCHOOL SUPPORT (In Percentages)

Years	State Including Loans	Personal Property	Bonds	Ad Valorem Taxes (County, City and Other Donations)
1929-30	18.7	6	8.2	63.4
1931-32	29.8	7	10	53.2
1933-34	60.2	2.6	7	31.5
1935-36	55.1	4	7.8	23.7
1937-38	59.0	2.2	8.8	23.1
1939-40	60.1	2.4	2.5	24.1
1941-42	57.3	4.5	2.7	23.4
1943-44	63.0	4.0	0	20.1
1945-46	60.6	4.9	1.5	17.5
1947-48	53.6	7.7	7.6	15.3

# WARREN REPORTS ON REHABILITATION PROGRAM

During the past school year, 2,259 disabled men and women were rehabilitated into gainful employment by the North Carolina agency for Vocational Rehabilitation of disabled civilians.

The announcement came from Charles H. Warren, Director of Vocational Rehabilitation at Raleigh, N. C.

Of those rehabilitated, Mr. Warren stated, 594 were unemployed at the time services were started and 1,053 had never worked or had worked only part-time. The annual rate of earnings of the rehabilitated group was increased from \$411.32 before rehabilitation to \$2,077.92 after rehabilitation. The Federal government paid \$518,840.72 of the cost of operating the States' program; the State, \$301,090.40.

A "rehabilitation," Warren explained, is recorded only after the disabled person has been brought to a working condition, placed on a suitable job, and has made good on that job. In addition to the completed record of 2,259 rehabilitations, 1,911 other disabled were placed on jobs for observation pending expressions of mutual satisfaction by the employee and the employer. Part of these had been rehabilitated to the point where they were awaiting suitable employment. At the year's end, an additional 1,289 disabled men and women were receiving Vocational Rehabilitation Services and many more were awaiting the start of services.

Following is a county-by-county report on rehabilitations for 1940:

County	Rehabilitated	Awaiting Service
Aiannance	25	54
Alexander	6	9
Alleghany	3	6
Anson	1	8
Ashe	13	13
Avery	19	22
Beaufort	8	35
Bertie	16	2
Bladen	13	30
Brunswick	8	12
Buncombe	149	161
Burke	19	23
Cabarrus	30	23
Caldwell	21	25
Camden	6	0
Carteret	1	11
Caswell	6	3
Catawba	32	13
Chatham	12	7
Cherokee	19	6
Chowan	11	0
Clay	14	2
Cleveland	44	29
Columbus	25	43
Craven	7	39
Cumberland	15	31
Currituck	2	3
Dare	2	0
Davidson	25	10
Davie	12	12
Duplin	15	20
Durham	72	114
Edgecombe	22	10
Forsyth	71	37
Franklin	11	6
Gaston	59	31
Gates	6	3
Graham	8	2
Granville	10	34
Greene	7	5
Guilford	112	151
Halifax	10	13
Harnett	13	26
Haywood	25	6

County	Rehabilitated	Awaiting Service
Henderson	26	5
Hertford	15	2
Hoke	17	59
Hyde	2	4
Iredell	32	9
Jackson	18	3
Johnston	22	11
Jones	0	8
Lee	12	15
Lenoir	23	27
Lincoln	36	10
McDowell	9	8
Macon	18	4
Madison	30	20
Martin	12	5
Mecklenburg	145	107
Mitchell	8	15
Montgomery	7	10
Moore	18	16
Nash	23	11
New Hanover	76	71
Northampton	12	4
Onslow	13	28
Orange	17	8
Pamlico	8	16
Pasquotank	29	11
Pender	16	32
Perquimans	9	2
Person	9	25
Pitt	56	15
Polk	12	8
Randolph	7	32
Richmond	18	16
Robeson	35	80
Rockingham	16	66
Rowan	48	12
Rutherford	37	13
Scotland	7	10
Sampson	16	28
Stanly	7	8
Stokes	7	9
Surry	25	16
Swain	18	5
Transylvania	18	7

## Leadership Institute Is Announced

Education association leaders will be interested in the announcements of the fifth annual Institute of Organization Leadership sponsored by The American University and the National Education Association July 24-August 18 at the University of Washington, D. C.

The Institute, which is limited to 100 students, is an intensive university course to train officers of local, state and national educational groups in the work of The Victory Action Program and of united education associations. Formal class study is combined with conferences and meetings with national leaders.

Known as the "West Point of Organizational Leadership," the Institute features training in journalism, public speaking, parliamentary law, public relations, planning, school law, and the history, structure, program, and problems of local, state and national educational associations.

The staff includes selected teachers, NEA staff members and officers, and national leaders. Consultation periods with the staff and others will be a special feature of the Institute. Educational trips and historic pilgrimages around the Nation's capital and adjacent areas are a part of the Institute program.

Membership in the Institute is open to officers of local and state associations, classroom teacher groups, Future Teachers of America sponsors, and presidents-elect of college chapters, and others who wish to prepare for leadership in educational organizations.

Application blanks and additional information may be obtained by writing to Dr. Joy Elmer Morgan, Editor, NEA Journal, 1201 16th St., N. W., Washington 6, D. C.

County	Rehabilitated	Awaiting Service
Tyrrell	4	1
Union	26	12
Vance	14	9
Wake	95	145
Warren	9	3
Washington	5	2
Watauga	7	11
Wayne	25	34
Wilkes	32	45
Wilson	30	9
Yadkin	7	5
Yancey	24	11
Total	2,272	1,076

## North Carolina Ranks High in Teacher Training

North Carolina ranks seventh from the top in the number of teachers holding Bachelor's or higher degrees, according to figures recently released by the Research Division of the National Education Association.

Bachelor's degrees were held by 72.0% of North Carolina teachers and 3.5% held higher degrees. Teachers ranked first in percentage holding Bachelor's degrees; however, teachers in most other states outranked them in holding degrees higher than Bachelor's.

With 60.0% Bachelor's and 24.8 Master's or higher degrees, Arizona leads the 48 states, in percentage of teachers holding college degrees. Oklahoma and Texas, with total percentages of 79.2 and 78.4, respectively, of teachers holding college degrees, ranked second and third. California ranked fourth in percentage of degrees held, 77.0 and first (52.0 per cent) in teachers holding Master's degrees or higher.

Average for the nation is 59.4 per cent with college degrees—44.3% with Bachelor's and 15.1% with Master's or higher degrees.

## Highsmith Announces Supervisors' Conference

A State-wide Supervisors' Conference in Raleigh, March 7, from 10:30 a.m. to 12:00 noon, March 9, is announced by Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction.

Plans are now being made for the program and, it is expected that a majority of the state's school supervisors of instruction will be present. Dr. Highsmith said, "We have just completed a series of district conferences, and at each of these meetings the supervisors voted for the Statewide Conference."

"There are now more than 250 supervisors employed in the county and city units. This was made possible by action of the 1949 General Assembly which authorized the State Board of Education to allot and pay from State funds such personnel.

"This is one of the most forward steps taken by the State in public education in recent years," Dr. Highsmith stated. "In my opinion, the results of the program we are initiating this year by the employment of these school people will be far reaching. We are looking to a much improved instructional program in our schools in the immediate years ahead."

## 5,300 NEW ELEMENTARY TEACHERS NEEDED IN NORTH CAROLINA U. S. DEPARTMENT OF LABOR REPORTS High School Teachers in Over-Supply

With North Carolina elementary school enrollments expected to increase yearly until 1957-58 when around 150,000 more pupils may be in school than in 1948-49, 5,300 new teachers may be needed during the 9-year period, Brunswick A. Bagdon, Regional Director of the U. S. Department of Labor's Bureau of Labor Statistics in the South, reported today in announcing the release of a nation-wide study, "Employment Outlook for Elementary and Secondary School Teachers."

The study, made by the Bureau in cooperation with the Veterans Administration and in consultation with State Departments of Education and teachers' associations, pointed out that in addition, over 500 teachers are needed annually to replace those withdrawing from the profession. Greatest shortage is in the rural, white, elementary schools.

While the shortage of white elementary teachers remains acute, the supply of Negro teachers exceeds the demand in most localities. Four hundred fifty-six Negro students completed elementary teacher-training last year. The replacement rate is much lower for Negro than for white teachers and considerable competition for positions is expected during the next few years.

At present secondary teachers are needed chiefly as replacements for those leaving the profession and for some of those employed on emergency certificates. The 1949 supply from North Carolina colleges was over 2,000. The outlook is for an over-all surplus of high school teachers at least for several years. Starting about 1953 high school enrollments are expected to increase yearly. It is estimated that about 62,000 more pupils may be in high schools in 1960 than in 1948. Assuming a ratio of 25 pupils per teacher this gain would require a third more teachers than were employed in 1948-49.

Nation-wide, it is estimated that at least 800,000 new elementary teachers will be needed in the 10-year period 1949-59 through 1958-59. It appears unlikely that enough adequately trained elementary teachers will enter the profession in the next few years in all States to meet the rising demand.

The number of new teachers required annually will be greatest about 1953, when over 40,000 may be needed to take care of the increase in enroll-

ments. In addition, an even greater number will be required to replace teachers leaving the profession. On the basis of a conservative rate of 7 percent, it is estimated that about 560,000 elementary teachers will be needed as replacements in the next 10 years.

In most States, an oversupply of high school teachers is developing and may continue for at least a few years. The 1949 supply exceeded the annual demand anticipated during the next few years by at least 40,000. Enrollments in grades 9 to 12 are expected to decline until 1952, rise slowly for the following three years, and then increase rapidly to about 1961 or 1962. These are the developments anticipated in the Nation as a whole. In individual States, the trends will be somewhat different.

The published report contains data for each State on the employment outlook, certification requirements, and earnings. It was prepared for use in vocational counseling of veterans and others considering the choice of an occupation or course of training.

A brief summary of the report and an accompanying wall chart suitable for use on a bulletin board may be obtained from the Regional Office of the U. S. Department of Labor's Bureau of Labor Statistics, 1020 Grant Building, Forsyth and Walton Streets, Atlanta 3, Georgia. Copies of the entire 89-page report, Bulletin No. 972, "Employment Outlook for Elementary and Secondary School Teachers" may be purchased for 35 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

## Prophet of Doom

We are living in a lying and decadent age.

"Youth is corrupt, lacking in respect for elders, impatient of restraint. Age-old truth is doubted, and the teaching of the fathers questioned. The signs of the time forecast the destruction of the world at an early date, and the end of time."

The above, by the way, is an inscription on an ancient Egyptian tomb!



## BULLETIN PICKS STATE'S TEN MAJOR EDUCATIONAL EVENTS OF 1949

Following the example set by Educator's *Washington Dispatch* in picking the Ten Major Educational Events of 1949 for the Nation, (See elsewhere this number), the *Bulletin* has selected the ten major educational events of 1949 for North Carolina. They are as follows:

1. Although dated December, 1948, the Report of the State Education Commission which was submitted to former Governor Cherry and to the General Assembly of 1949. The Commission recommended improvements in public education, many of which were enacted into law.

2. Increase in State funds for operating the schools to nearly \$90 million, an increase of \$22 million over the preceding year.

3. Provision by the General Assembly of 1949 for substantial increase in the salaries of all school personnel, the average for teachers from \$2,235 to \$2,494 annually.

4. The \$50 million in funds for a

school building program to be expended under rules and regulations of the State Board of Education.

5. The impetus given to the school-health program by an appropriation of \$550,000, with additional funds to be allotted to the program by the State Board of Health.

6. Authorization for a State plan of insurance on public school buildings to be set up by the State Board of Education.

7. Authorization and employment of supervisors and directors of instruction for the improvement of the instructional program.

8. The Nash County school bus accident in which seven children were killed and the subsequent inspection of all school busses in the State.

9. The road bond issue and what improved rural roads will mean to rural schools in better transportation and better schools.

10. The approval by the State of the Regional plan of education.

## Coops Sponsor Essay Contest

Rural boys and girls of North Carolina have an opportunity to express their own views "in the 1950 Cooperative Essay Contest," and to win prizes ranging from \$10 to \$100 plus a one-year tuition scholarship to any North Carolina or South Carolina college. State Superintendent Erwin has endorsed the contest.

This contest which has for its subject "My Part in the Farm Program of Tomorrow" is sponsored annually by the N. C. Cotton Growers Association and the Farmers Cooperative Exchange. The title for this year was selected from a list of titles submitted by county agents, home demonstration agents, agriculture teachers, home economic teachers, and rural high school principals.

Prizes for best essays include a year's college scholarship, and more than \$1,000 in cash awards to county, district and State winners. The contest opened this month.

In giving endorsement to the contest, State Superintendent Clyde A. Erwin stated: "I hope very much that many of our high school students will participate in the 1950 contest. The subject which has been selected this year should give rural boys and girls an opportunity to express themselves in a very personal way."

## Nation's Population Gets Older

The population of the United States is getting older, Bureau of Labor Statistics reveal. Percentages of younger age persons tend to decrease as older age persons increase.

In 1900, Labor statistics show, 12.1 per cent of the nation's population was under five years of age. By 1940, the proportion of the population in this group decreased to 8 per cent.

Persons over 65 years of age, on the other hand, who represented 4.1 per cent of the 1900 population, had increased to 6.8 per cent of the 1940 population.

Assuming that medium trends of fertility and mortality continue and no immigration after July 1, 1945, Labor Statistics forecast 7 per cent under five population in 1960, 6.5 per cent in 1980, and 6.0 per cent in 2000. Percentages in the 65 and over age group are forecast as 9.2 per cent in 1960, 11.6 per cent in 1980 and 13.2 per cent in 2000.

Percentage in the 20 to 44 age group, which rose, according to Labor Statistics, from 37.8 per cent in 1900 to 39.0 in 1940, are expected to decrease to 36.3 per cent in 1960, whereas the percentage in the 45 to 64 age group continues to rise from 13.7 per cent in 1900, 16.1 per cent in 1920, 19.7 per cent in 1940, 22.6 per cent in 1960, 24.2 per cent in 1980, and 26.5 per cent in 2000.

## "Old Schools" Cause State Board's Headache

One of the chief headaches of the State Board in making allotments from the \$50 million School Plant Improvement Fund is concerned with consolidation.

Many school buildings, erected many years ago and which have been the center of the community for generations, are not quite justified under modern concepts of meeting the needs of the larger community. Pride in local institutions has caused many communities, it is stated by State officials, to want to add to an old building, thus continuing the outmoded type of architecture, when a new site upon which a modern building should be erected would be cheaper in the long run and much better adapted to the purposes of present day educational needs.

A suggestion has been made that a good way to break down some of this opposition to the "better" building program would be to show these people who favor retaining old plants some of the newer plans of buildings, designed for their functional use. One of the greatest advances in North Carolina in the field of school building planning, one official stated, was the School Planning Institute held last fall at State College. At this conference, architects and superintendents were given the very latest information regarding the design of school buildings.

## PTA President Points Out Need for "More"

In the January number of *North Carolina Parent-Teacher Bulletin*, Russell M. Grumman, President of the North Carolina Congress of Parents and Teachers, has enumerated a few "must mores" to balance and fill the needs of millions of children now existing in the United States.

"The United States is richer in children now than in any other period of its history," Mr. Grumman states. "We have 46 million children under 18 years of age."

"Our services to them have not kept pace with their needs."

"We must have more and better houses, hospitals, health centers, schools, playgrounds, and other facilities."

"We must have more and better teachers, doctors, nurses, social workers, and other skilled workers."

"We must have more parents who understand how children grow physically, mentally, emotionally and in social responsibility."

## Dr. Erwin Appointed Consultant to TVA

Dr. Clyde A. Erwin, State Superintendent of Public Instruction, has been named on a panel of consultants for the Training and Educational Relations Branch of the Tennessee Valley Authority.

Six other distinguished educators named to the TVA Panel are: Dr. A. J. Brambaugh, Associate Director of the American Council on Education; Dr. Doak S. Campbell, President of Florida State University; Dr. Hollis L. Caswell, Professor of School Administration at Columbia University; Dr. Floyd W. Reeves, Professor at the University of Chicago and Educational Adviser to the Atomic Energy Commission; Dr. Maurice F. Seay, Dean, University of Kentucky; and Dr. John D. Williams, Chancellor of the University of Mississippi.

One of the first duties of the Panel was to select a person as Chief, Training and Educational Relations Branch of TVA. This was done at a meeting held January 6.

## Miss Proctor Goes to Peabody College

Reba A. Proctor, Associate State Supervisor in the Division of Instructional Service, State Department of Public Instruction, left February 1, for Peabody College, where she resumed work toward her master's degree.

Miss Proctor came with the Department a year ago from Pitt County where she was supervisor to replace Julia A. Wetherington who was granted a leave of absence to spend a year as Specialist in Elementary Education in the American Zone in Germany. Miss Wetherington returned to her position with the Department on February 1.

## Bookman Changes Jobs

W. G. Privette, North Carolina representative of the Charles E. Merrill Co., Columbus, Ohio, for the past 13 years, recently became the State's representative of D. Van Nostrand Co., New York publishers of high school and college texts.

Before going with the Charles E. Merrill Co., Mr. Privette was with the American Book Co. for 18 years. Prior to that he was superintendent of the Beaufort County Schools and principal of the Kinston High School.

Mr. Privette's home is at Chapel Hill.

## FREE GAMES

School games and performances are free to all comers in Clayton, Mo.—and have been free since 1947. Two years after deciding to "throw away the gate," Clayton board of education is still pleased with this unique experiment in out-of-class activities. Supt. John L. Bracken explains: "Taxpayers buy the fields, construct gymnasiums and auditoriums, and pay salaries of coaches and directors. Is it fair, when the school has developed skilled performers, to send word to the tax-payers: 'We have some excellent performers. If you'll give 75 cents more, we'll let you look at them?'"

He adds: "The results? Bigger crowds than ever before. And some of the undesirable tension is off. The Clayton high school football team just completed the season, undefeated and untied."

Under the Clayton plan, the board of education buys uniforms, pays officials, purchases grease paint. Only exceptions are student money-raising affairs or cases in which teachers feel that balancing a budget is desirable student experience. Such exceptions number about 3 a year.

—*Educator's Washington Dispatch*

## GM to Hold Auto Institute

General Motors Institute, central training agency for General Motors, has announced its Auto Mechanics Teacher Training Program in two sections for the summer of 1950. The courses, for college and high school instructors of auto mechanics and service subjects, will run from June 26 to July 21 and from July 24 to August 18.

Throughout the program current models of Chevrolets, Pontiacs, Oldsmobiles, Buicks, Cadillacs, GMC Trucks and Detroit Diesel engines are available for use as instructional aids and trips to General Motors plants and laboratories are so coordinated as to make them an integral part of the program.

Particular attention will be paid to Dynaford and Hydramatic transmissions and late developments in such things as instruction methods and procedure; car and truck specifications and adjustments; gasoline and Diesel engines; bodies, maintenance tools and procedures; service operation and equipment and the automobile business and vocational guidance.

Tuition for the entire course will be \$40.00. Board and room may be had at approximately \$20.00 a week. Application for enrollment may be obtained by writing to the Registrar, General Motors Institute, Flint, Michigan.

## BUSINESS MAN PROPOSES PUBLIC RELATIONS PROGRAM FOR INFORMING PEOPLE ABOUT EDUCATIONAL NEEDS

Timid capital can be induced to come forth to meet the pressing needs of education only through a public relations program, organized and operated intensely on national, state-wide and local bases. This is the opinion of Roy J. Beard, President of the Star Engraving Company, Houston, Texas.

"Such a program will cost the teachers of America a million dollars or more per year," Mr. Beard says, "but within five years it will be repaid in increased facilities and salaries a hundred fold. You pay for what you need in your business, whether you get it or not."

Mr. Beard's proposal was made after hearing statements from five prominent Americans as to the needs of education. These statements are:

1. "Discovery of atomic energy has made of the peoples of the earth, one world."—Dr. A. J. Stoddard, Superintendent in Los Angeles.

2. "Advancing technology has brought Cairo closer than the post office once was. Educational processes of a generation ago are as antiquated as the bustles of yesteryear."—Dr. R. H. Montgomery, Professor of Economics, University of Texas.

3. "We must have more and better trained teachers, more and better facilities, administrators paid in proportion to earnings of business and professional men heading institutions of comparable size."—Warner Walker, Vice-President, Texas State Teachers' Association.

4. "We need to double our national educational expenditures to about eight billion."—Orma Mowrey, Vice-President, N.E.A.

5. "A conservative estimate indicates that a school building program of one billion dollars per year for the next ten years will barely meet the minimum requirements."—Senator Hubert H. Humphrey of Minnesota.

## President Truman Again Urges Federal Aid to Education

In his message to Congress on January 4, 1950, President Truman again urged the Congress to pass legislation for Federal aid to education.

"We must take immediate steps," the President said, "to strengthen our educational system. In many parts of our country, young people are handicapped for life because of a poor education. The rapidly increasing number of children of school age, coupled with the shortage of qualified teachers, makes this problem more critical each year. I believe that the Congress should no longer delay in providing Federal assistance to the states so that they can maintain adequate schools."

On January 9, in his Budget Message, the President pointed out the need for Federal aid to be due primarily to differences in the financial resources of states and localities. "Income per capita in some states is less than half as great as in others," he said. "The importance of this need requires that we provide substantial Federal assistance to states for general educational purposes and for certain other important programs in this field."

The budget submitted includes \$290 million for beginning this aid in 1951.

## Biology Teachers Elect Weaver as President

Dr. Richard L. Weaver, Director of the North Carolina Resource-Use Education Commission, was elected President of the National Association of Biology Teachers at the annual meeting held in New York City recently.

Dr. Weaver, a member of the staff of the Department of Public Instruction since February, 1947, served as Vice-President last year and will plan the program for the annual meeting of the Association for 1950 to be held in Cleveland. He has also served as Secretary-Treasurer of the American Nature Study Society since 1943 which meets with the Association each year.

A graduate of Cornell University and Pennsylvania State College, Dr. Weaver has served on the faculties at Dartmouth College and the University of New Hampshire, Plymouth Teachers College and the Lost River Nature Camp, and as Director of the Audubon Nature Center in Greenwich, Connecticut for the three years prior to coming to North Carolina. He has been active in the Carolina Bird Club, the North Carolina Academy of Science, and the North Carolina Education Association since coming to the State.

## N.C.E.A. Meets March 9-11

Annual meeting of the North Carolina Education Association will be held in Raleigh, March 9-11, it is announced by the Secretary, Mrs. Ethel Perkins Edwards.

All general meetings will be in the Municipal Auditorium. This is the first time this annual conference has been held in Raleigh in several years. Recent meetings have been held in Asheville.

Feature speakers this year are: Dr. A. D. Holt, President of the National Education Association, and Secretary of the Tennessee Education Association; Dr. R. H. Montgomery, Graduate Professor of Economics, University of Texas; and Dr. Paul Witty, Northwestern University Professor, who will speak to the Department of Elementary Education.

## Mrs. Maley Frowns on Serving Chocolate Milk

Chocolate milk is undesirable for children according to nutritionists. And so it is urged by Mrs. Anne W. Maley, State Supervisor of the School Lunch Program, that schools not accept this type of milk from the dairy.

Mrs. Maley suggests that persons having charge of purchasing the milk for the lunchroom buy only the plain whole milk. If served cold, the children will drink it. The syrup in the flavored milk, on the other hand, dulls the appetite and may cause the child to leave a part of his lunch uneaten.

Then, too, Mrs. Maley further points out, the chocolate adds to the cost, which must be made up by higher costs of all milk or less butter fat in the chocolate milk. In order to serve chocolate milk, "the school must have on file a statement from the dairy certifying that the milk at all times has a butterfat content of not less than 3.25 per cent.

## University to Offer Master's Program for Librarians

Beginning with the Summer Session of 1950 a special master's program for school librarians will be offered by the School of Library Science of the University, Chapel Hill, it is announced by Dean Susan Grey Akers.

Eighteen semester hours in library science approved by the school will be one of the requirements for admission. The degree will be Master of School Librarianship.

Detailed information regarding this program may be obtained from Dean Akers.

## Dispatch Selects Top Ten Educational Events of 1949

Ten major U. S. educational events of 1949 as voted by educators responding to the *Educator's Washington Dispatch* ballot:

1. Creation of the National Citizens Commission for the Public Schools, chaired by *Time's* Roy Larsen.
2. Cardinal Spellman-Mrs. Roosevelt debate on Federal aid to education.
3. John Dewey's 90th birthday celebration.
4. Report of the state governors' education crisis study "*The Forty Eighth State School Systems*."
5. Regional programs of higher education—launched in the South, projected in the West.
6. Enunciation of policy on what schools should teach during the cold war (*American Education and International Tensions*, by Educational Policies Commission).
7. Continued bumper crop of babies.
8. Defeat of proposed Department of Welfare, regarded as a threat to U. S. Office of Education independence.
9. Increased pressure to end discrimination in education.
10. Creation of a National School Boards Association central office.

## Nation's Colleges Increase Enrollment

Enrollment in the Nation's colleges and universities continue to follow an upward trend despite the decreasing number of veteran students, according to figures compiled by Robert C. Story, Office of Education.

Mr. Story's tabulation shows a total of 2,456,000 students—an increase of about 2 per cent over the 1948 enrollment—are attending higher educational institutions this year. Veteran students, those receiving training under Public Laws 346 and 16, number 856,000, or 35 per cent of the total student body, as compared with 42 per cent last year.

Men included 70.3 per cent of the total, a slightly smaller proportion than the 71.1 per cent composing men in 1948-49.

The following table shows these college records of the nation for recent years:

Year	Total	Men	%
1941	1,263,000	765,000	60.6
1943	738,000	274,000	37.1
1945	926,000	390,000	38.9
1946	2,078,000	1,418,000	68.2
1947	2,338,000	1,659,000	71.0
1948	2,408,000	1,712,000	71.1
1949	2,456,000	1,728,000	70.3



# THE ATTORNEY GENERAL RULES

## Asquisition of Sites; Limitation Upon Acreage Acquired by Condemnation

*In reply to your recent inquiry:* I have your letter of November 17th enclosing a copy of a letter to you from Superintendent of the..... City Schools. In this letter,..... asks your advice as to whether or not the City Schools of..... could acquire, by condemnation, a lot which is to be part of the site of the elementary school which, is according to his letter, to consist of an area of not more than 10 acres. He points out that there is one lot in the area which cannot be acquired by purchase at a reasonable price, and that it may be necessary to condemn this property.

He states also that they consider acquiring another area for recreational purposes to be operated under the supervision of the schools. G. S. 115-85 authorizes the acquisition of suitable school sites by gift or purchase or by condemnation in case the Board if unable to obtain a suitable site by gift or purchase and provides further that it shall be laid off by metes and bounds to contain not more than 10 acres.

If the area to be condemned is not more than 10 acres in which the lot is located, I see no reason why the lot could not be so acquired. The fact that the School Board intends to acquire some other property on another location would not, in my opinion, have anything to do with the acquisition of this site for the elementary school which will not contain more than 10 acres.

I understand also that the other site to be acquired will be acquired by purchase. The limitation of 10 acres applies only to property acquired by condemnation. Therefore, the elementary school site would be first acquired and as its area would not be more than 10 acres, the lot in question could be condemned as a part of that site.

It may be that I have not fully understood the situation, and that some additional facts might make it clearer to me as to what is intended as to the acquisition of another area, which is referred to in the letter, to be acquired for recreational purposes. It might be necessary to have a conference with Superintendent..... in order to fully understand the situation. Attorney General, November 18, 1949.

## Control of Use of School Buildings; Smoking in School Buildings

*In reply to your recent inquiry:* In your letter of the 6th of December, 1949, you enclose a copy of a letter from..... Superintendent of the City Schools in....., where in the question is raised as to the authority of the Fire Department of..... to permit smoking in school buildings at times other than during school hours.

The use of the school buildings in a city administrative unit is under the control of the trustees of the city administrative unit, and they may pass such rules and regulations with respect to smoking in said units as they may deem proper. I do not think a local fire department has any authority to control the use of such buildings. Of course, a fire department could set up certain safety requirements with respect to smoking in said buildings which would have to be followed by the local school board. Attorney General, December 8, 1949.

## Fines and Forfeitures; Responsibility for Collecting Judgments; Solicitor of Recorder's Court.

*In reply to your recent inquiry:* I have your letter of December 16th in which you inquire as to whether or not it is the duty of the Solicitor of Recorder's Court to do anything towards enforcing execution on judgments taken on appearance bonds which have become absolute and filed with the Clerk of the Superior Court.

Under date of October 13, 1949, I wrote on this subject to..... Chairman of the..... Board of Commissioners....., a copy of which is enclosed, which in part answers the question which you have submitted.

I think it would be very desirable if you would have a conference with the County Superintendent of Schools and be of all possible help to him in the collection of these judgments which you can. I think also it would be desirable to have the Solicitor of the District to participate in the conference as the Statute requires that the matter be reported to him if necessary. I believe the cooperation between you, the Clerk of the Court, the County Superintendent of Schools and possibly the Solicitor of the District would be

## County Board of Education; Beginning of Term of Office; Naming School Committees

*In reply to your recent inquiry:* Receipt is acknowledged of your letter of December 3rd. You state that you are informed that the School Machinery Act was recently amended so as to provide that the retiring members of the County Boards of Education continue in office until the first Monday in May, 1949. G. S. 115-38 providing for the nomination and election of members of the County Boards of Education provides that the term of office for each member shall begin on the first Monday in April of the year in which he is elected and shall continue until his successor is elected and qualified. This section was not amended during the last Session of the General Assembly except as to a local amendment which applies only to Brunswick County. The Omnibus Bill, appointing members of the County Boards of Education, Chapter 1172 of the Session Laws of 1949, provides that the members of the several County Boards of Education, appointed by that Act, shall qualify by taking the oath of office on or before the first Monday in May, 1949 and unless otherwise provided, hold office until the first Monday in April, 1951. This Act was ratified on the 22nd day of April, 1949. This, I believe, answers your question with respect to this matter.

In opinions heretofore rendered by this office, the view has been expressed that when the County Board of Education has exercised the discretion vested in them by G. S. 115-354, and elected whether or not they will appoint a school committee of three or five committeemen, they could not thereafter redetermine this matter and change the number of members of the committee. This answers your second question as I understand from you that the County Board of Education has already determined the number of the members of the committee and appointed them as authorized by the Act. Attorney General, December 14, 1949.

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very helpful in the collection of these forfeitures if property can be found out of which collections can be made. Attorney General, December 20, 1949.

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## LOOKING BACK

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### 5 Years Ago

(N.C. Public School Bulletin, Feb. 1945)

An in-service training program is being conducted for all teachers of Davie County in connection with the county-wide guidance program in progress.

The Budget Appropriation Bill for the Biennium 1945-1947, which has been introduced into the 1945 General Assembly as S. B. 21, includes a total of \$43,721,035 and \$44,116,246 respectively, for 1945-46 and 1946-47 under the title "Public Schools".

A total of 2,623 Negro teachers attended summer school at institutions of higher learning in the State which operated summer sessions during 1944. It is learned from a recent tabulation.

J. W. Byers, Superintendent of the Red Springs, Robeson County, administrative unit since July, 1943, has been appointed head of the Asheville school unit, succeeding R. H. Latham, who has retired.

Superintendent Clyde A. Erwin has revoked the certificates of a number of teachers and principals within recent weeks on the basis that such school personnel were guilty of "padding" reports.

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### 10 Years Ago

(N.C. Public School Bulletin, Feb. 1940)

Twenty-eight administrative units are now participating in the State-aid program of adult education.

A consolidation program, reducing the number of schools in the Rowan County administrative unit from 100 to 45, has been completed during the past decade.

According to surveys made in other states, it is estimated that there are in North Carolina approximately 99,000 school children with defective vision, and that the parents of approximately 33,000 of these children are unable to provide needed medical care.

In North Carolina, according to the State Library Commission, 49 per cent of the people, or 1,567,000, are without the benefit of public libraries—36 counties have no tax-supported public library.

Quite a few of the larger schools of the state have school bands.

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## PTA Objectives

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To promote the welfare of children and youth in home, school church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relationship the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social and spiritual education.

### Nation's Junior Colleges To Meet in Roanoke, Va.

The national convention of the American Association of Junior Colleges will meet March 27, 28 and 29 at Hotel Roanoke, Roanoke, Virginia.

The program, as announced by President Bishop, is rapidly nearing completion. Headliners so far are Dr. Douglas Freeman, one of America's greatest newspaper editors and writers, Dr. Robert B. House, Chancellor of the University of North Carolina, and Dr. Earl J. McGrath, U. S. Commissioner of Education.

A motion picture on Historical Virginia will be shown on Sunday night, the 26th. On Monday evening, the 27th, a special trip will be made to Natural Bridge when the spectacular display, "The Creation", will be given for the delegates.

### Fire Dept. Conducts Baby Sitters' School

Alarmed by reports of children being injured in home blazes while under the care of teen-agers, the Fayetteville fire department in cooperation with radio station WFLD recently conducted a baby-sitting course for high school girls.

The course was divided into four parts: (1) one evening was devoted to the basic steps to take in preventing a fire and in rescuing a child if one should start; (2) one evening was devoted to child care instruction by a public health nurse; (3) a third evening was devoted to the etiquette of baby sitting (restraint in the use of the telephone and refrigerator, etc.); (4) an evening in which the principals of first aid were reviewed.

Certificates were given to the 29 girls who attended all four classes.

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## MAKING TODAY'S NEWS

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**Buncombe.** Unless Buncombe County abandons its district school system "we will scourge the youth" of the city and county, D. Hiden Ramsey warned some 200 civic leaders yesterday. —Asheville Citizen, December 21, 1949.

**Duplin.** A testimonial program held at Magnolia recently honoring Mrs. Mamie L. Turner retired supervisor of Negro elementary schools in Duplin County, was attended by white and Negro educators of the State and county. —Raleigh News and Observer, December 28, 1949.

**Charlotte.** Two short courses in "Driver Education" to high school teachers desiring to qualify as high school instructors in this subject will be offered in Charlotte during January by the State Department of Public Instruction in cooperation with Johnson C. Smith University and Charlotte College. —Charlotte Observer, December 18, 1949.

**Harnett.** Dr. Mabel Rudisell, professor in the Department of Education at Duke University, conducted a workshop to improve reading instruction at the Erwin High School Thursday afternoon. —Dunn Dispatch, January 6, 1950.

**Salisbury.** Dr. W. Amos Abrams of Raleigh, associate editor of "North Carolina Education," will be guest speaker Monday night at the general meeting of City school teachers which will be held at 7:30 at Frank B. John School. —Salisbury Post, January 8, 1950.

**Shelby.** Bids will be asked around the first of February for the new Negro school in Shelby, it was announced this morning by Superintendent Walter Abernethy. —Shelby Star, January 10, 1950.

**New Hanover.** Fuller use of the county's resources in the education of its citizens will be discussed at a meeting of local teachers and others here on January 9, Superintendent H. M. Roland announced today. —Wilmington News, January 4, 1950.

**Cleveland.** Superintendent J. H. Grigg of the county schools said this morning that a few changes will be made in most of the county schools because of more recent developments since the plans were drawn three years ago. —Shelby Star, January 10, 1950.

# NORTH CAROLINA PUBLIC SCHOOL

# BULLETIN

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RALEIGH, NORTH CAROLINA

VOL. XIV, No. 7

## Football Stars Advise "Leave Drinking Alone"

"I don't drink and my advice to American youth is to leave drinking entirely alone. You can have plenty of good, clean fun without alcohol, and your life will be happier if you learn to say, 'No, thank you.'"

That advice comes from Charlie Justice of North Carolina, Doak Walker of Southern Methodist University, and Leon Hart of Notre Dame—and from 52 other All-American caliber football stars whose statements appear in the January issue of *The Allied Youth*. Stressing the importance of clean living and clear thinking, these nationally prominent athletes leave no doubt that their success has been possible because they were total abstainers, in season and out. They debunk the popular fallacy that drinking is necessary for prestige, popularity, or happiness.

Other All-Americans whose statements are featured by *The Allied Youth* include Emil Sitko and Bob Williams of Notre Dame, Arnold Galiffa of Army, Wade Walker of Oklahoma, Leo Nomellini and Clayton Tommemaker of Minnesota, Al Wistert of Michigan, Art Weiner of North Carolina, Bernie Barkouskie of Pitt, and John Schweder of Pennsylvania.

Allied Youth is non-political, non-sectarian educational organization, using education, recreation, and personality guidance to help teenagers face social pressure for drinking. It works chiefly through high school Posts in 29 states, the District of Columbia, and Hawaii. *The Allied Youth* is its monthly magazine for teenagers, published from its headquarters at 1709 M. Street, N. W., Washington 8, D. C.

## March 17th is Arbor Day

"Friday following the fifteenth day of March of each year shall be known as Arbor Day, to be appropriately observed by the public schools of the State."

This is the law, Section 115-337.

## LEADERSHIP AND TRAINING NEEDED FOR IMPROVING GUIDANCE PROGRAM

"Improved administrative Leadership and an adequate supply of trained counselors are two of our greatest needs in the further development of counseling services in North Carolina Schools," said Dr. Gordan Ellis, Associate Professor University of North Carolina, in a statement for *Guidance Briefs*, a mimeograph publication of the Guidance Services department of the State Department of Public Instruction.

"While leadership and training must move ahead together", Dr. Ellis stated. "Leadership must be present in a given school before counseling services can be established. As a first step, principals and superintendents must be sure that they themselves understand the nature, purpose, and scope of counseling services in a modern school. They must exert their influence and leadership in securing the funds which are necessary to support the counseling services. They must plan the school schedule so as to provide a specific time and a suitable place for individual counseling activities. They must make available those materials and supplies which are necessary for effective counseling work. They must select and employ persons who are qualified and trained to provide adequate counseling services. Finally, they must work with their teaching staffs in the planning and development of long range counseling programs which will effectively serve the pupil, the teacher, the school, and the community.

"At the present time there is a shortage of trained counselors. Our main source of supply is from among qualified teachers in the state. While the University of North Carolina has responsibility for the selection and training of counselors, school principals and superintendents must share this responsibility by helping in the selection of those teachers who should be encouraged to pursue a program of counselor training. By encouraging good teachers who are potentially qualified for counseling work to seek further training,

## South's Regional Schools Enroll 388 Students

Under regional contracts between states and institutions of 12 Southern States, provision was arranged last fall for the training of 388 students who enrolled in the approved institutions in the fields of medicine, dentistry and veterinary medicine.

Under arrangements defined by contracts, a state pays \$1,500 per year per student for medical or dental training and \$1,000 per year per student for veterinary medical training. The student pays the normal expenses, but escapes the burden of out-of-state fees.

Four institutions provide courses in veterinary medicine: Alabama Polytechnic Institute, Tuskegee Institute, the University of Georgia, and Oklahoma Agricultural and Mechanical College.

Seven universities provide medical training under the program: Vanderbilt, Tennessee, Tulane, Louisiana State, Meharry Medical College, Duke and Emory.

Six institutions provide dental training: Maryland, Loyola of Louisiana, Meharry, Tennessee, Emory and the Medical College of Virginia.

school administrators can make a real contribution toward the ultimate development of better counseling services in North Carolina Schools."

## FEATURES

	Page
Leadership and Training Needed for Improving Guidance Program	1
What Will It Buy?	3
What Do You Know About North Carolina Schools?	4
School Libraries Continue to Grow	7
States Vary Greatly in Statistical Information Regarding Schools	8-9



# Superintendent Erwin Says . . .

A seemingly insignificant statute passed by the 1949 General Assembly of North Carolina may prove to be one of the most important bits of legislation enacted in many years.

As a result of this permissive legislation, supervisors or helping teachers and teachers of special subjects have been allotted as follows: white 172, Negro, 53; Indian 1; total 226. These supervisors are employed for ten calendar months. The monthly salary paid is that to which the teacher's certificate entitles her. In some instances a supplement is paid.

Supervisors are needed because many of the teachers are inadequately trained and need help in making schedules, in employing correct techniques of instruction, in ministering to the needs of boys and girls; in short, they need assistance in a program which will take the whole child and his welfare into account.

Teachers are finding that real supervisors are not dictators. They are democratic in their attitudes. They are helpers, life-sharers, interpreters of education, desiring the teacher's maximal growth and development. They are cooperative, seeking not their own but the teacher's welfare and the child's good.

Supervisors can assist teachers in acquiring some of the newer techniques of teaching and in finding, therefore, increased freedom and joy in teaching. Teachers should learn how to use such techniques as panel discussion, individual and committee reports, forum, debate, symposium, round-table discussion, speech-choir; supervisors can help teachers in the acquisition of skills and techniques which will lead to mastery and feeling of security.

Some of the supervisors need additional training and should secure it during the coming summer or in the next regular session. The teacher-training institutions are planning to offer workshops and other courses for supervisors in the Summer Schools. It is quite evident that the supervisors will find abundant opportunities to study their profession and become more effective in improving instruction which is the function of supervision.

To make supervision more professional it seems to me that two steps would be helpful: 1. A Supervisor's Certificate based on adequate or proper training; 2. A State Salary Scale for supervisors. These and other things should be done to make supervision the powerful agency it should become in our program of better education for all the children in the State.

## NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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March, 1950

EDITOR  
L. H. JOBE  
Director, Division of Publications



# Ye Editor Comments . . .

## WHAT WILL IT BUY?

THE test of the dollar is "what will it buy?" Suppose we say that the average purchasing power of the dollar during 1935-39 was one dollars worth of goods. In fact, that is the figure the Consumer Price Index computed by the U. S. Bureau of Labor Statistics.

In 1939 the average number of dollars paid all occupations was 1269. That same year school teachers were paid an average of 1420 dollars. The 1269 dollars would buy according to the price index at that time \$1277 worth of goods. The \$1,420 earned by teachers could buy \$1429 worth of goods.

In 1948 the average annual earnings of all persons in the U. S. working for salaries or wages was \$2809, which would buy according to price index 1641 dollars worth of goods.

The average teacher of the U. S. received \$2,615 in 1948. This sum would buy \$1,527 worth of goods. In other words, the money received by the average teacher in the U. S. in 1948 would buy just \$98 more than what the teacher in 1939 could buy with her salary.

North Carolina's average teacher could buy \$1,348 worth of goods with her salary in 1948.

## SOME QUESTIONS

THE following questions are for the teacher to ask herself about her classroom situation. They were prepared by the Division of Instructional Service, State Department of Public Instruction. If these questions can be answered affirmatively, then conditions for learning will be favorable and learning will take place.

- I. Is there evidence of the teacher:
  1. Understanding the children?
  2. Building on the children's experience?
  3. Working with the children on different ability levels within the class?
  4. Providing materials on different ability levels?
  5. Using materials of instruction effectively?
  6. Planning the work carefully?
  7. Encouraging initiative in the children?
  8. Drawing all children in the group into discussions—not permitting a few children to monopolize the group?

## READING GROWTH

ONE of the primary purposes of schools is to teach boys and girls how to read. After this, further stimulation is provided in the establishment of school libraries in the form of books, magazines and other reading material. These materials are carefully selected—both classics and current books being provided. In a number of schools persons especially trained in the library field have been employed. The number of books and other reading material has increased considerably within recent years.

The most outstanding aspect of the whole school library situation today, however, is the use to which such books are put. Manifestly, unless books are read, there is no valid reason why they should be bought and placed in libraries. North Carolina school children are evidently reading library books. Figures on circulation of books have increased from 8,257,486 in 1939-40 to 12,008,387 in 1948-49. Average number of books per pupil increased during the same period from 12.24 to 14.89.

Elsewhere in this "Bulletin" is a tabulation of facts concerning school libraries. These facts indicate the tremendous improvement in the reading habits of boys and girls.

9. Growing in understanding of and ability to work with children?
- II. Is there a stimulating classroom situation denoting:
  1. An environment favorable for learning?
  2. Freedom of children without disorder?
  3. Centers of interest that are kept up-to-date?
  4. Good housekeeping in the classroom?
  5. The ability of the children to plan, share, and work together and to evaluate the work?
  6. The chief interest in social studies for the children with illustrative material showing the interest?
- III. Is there provision for the group to build approval of and practice in:
  1. Correct speech?
  2. Social courtesies?
  3. Needed skills?

## NCTA Meets March 30-April 1

Annual meeting of the North Carolina Teachers Association will be held in Raleigh March 30-April 1, it is announced by president H. V. Brown of Goldsboro.

A summary of programs and a calendar of events is published in the Convention number of the *North Carolina Teachers Record*, official publication of NCTA. W. L. Greene, is Executive Secretary of the organization.

## Abrams Analyzes Six Phases of Education

Six phases of public education were analyzed recently for Salisbury city schools by Dr. Amos Abrams, Associate Editor of North Carolina Education, official publication of the North Carolina Education Association.

In each phase, Dr. Abrams described progress that has been made recently and pointed out some of the problems which are still to be solved.

First, Dr. Abrams told Salisbury teachers, there is the matter of teaching load, which has always been high in this State—in recent years 36 pupils per teacher. This number has been decreased by the State Board of Education by the increase in funds granted by the General Assembly. "But," said Dr. Abrams, "there are still too many pupils in too many classrooms."

"In the second place, there is the matter of salaries. The General Assembly upped salaries from \$2061 to \$2,754—but the need for better pay is still great. We must have more adequate salaries for our teachers."

Supervisors of Instruction was Dr. Abrams' third point. "Steps in this direction," he stated, "were provided by the last General Assembly when provision was made for the employment of 293 supervisors and 25 special service teachers. This program has far-reaching implications, because supervision can make a poor teacher good and a good teacher better."

"Fourth, recent appropriations and bond issues represent progress in the matter of school buildings, but there is still a long way to go."

School-health was named by Dr. Abrams as a fifth phase of education in which progress has recently been made. The \$550,000 appropriation made by the General Assembly for this purpose was commended by him.

Finally—in the matter of school transportation—Dr. Abrams indicated the need "for more, and for more comfortable school busses."

## WHAT DO YOU KNOW ABOUT NORTH CAROLINA'S PUBLIC SCHOOLS?

In order to answer this question and to stimulate your interest in the public schools of the State, the following quiz is presented this month. This quiz is adopted from a similar quiz published in *The Boardman*, official journal of the Louisiana School Boards Association.

The statistics were taken from *The Forty-Eight State School Systems*, published by the Council of State Governments. The statistics and questions asked relate to the 1947-48 school year.

In each question three answers are listed, i.e., (a), (b), (c). You are to check the correct answer and after completing the quiz see below for the correct answers.

### 1. School Population of North Carolina, 1947-48.

Total population of North Carolina, 1947-48.....	3,698,000
School age population.....	969,000
Enrolled in all public schools.....	855,853
Ratio of school population to total population for United States.....	20.5
Highest—New Mexico.....	28.3
Lowest—New Jersey.....	16.6

#### Question:

What is the ratio of school population to total population for North Carolina?

- (a) 18.1 ☐ (b) 21.4 ☐ (c) 26.2 ☐

### 2. Income Per Capita.

Per capita income for the United States.....	\$ 1,318
Highest—Nevada.....	1,842
Lowest—Mississippi.....	659

#### Question:

What is the per capita income for North Carolina?

- (a) \$890 ☐ (b) \$1,264 ☐ (c) \$1,425 ☐

### 3. Income Per Pupil in ADA in Public Schools.

Average income per pupil in ADA in public schools for the United States.....	\$8,981
Highest—New York.....	15,739
Lowest—Mississippi.....	3,030

#### Question:

What is the income per ADA in public schools of North Carolina?

- (a) \$3,988 ☐ (b) \$4,434 ☐ (c) \$5,927 ☐

### 4. Percentage of Total Income Represented by Revenue from State and Local Sources for Public Schools.

Highest—New Mexico.....	3.6%
Median all states.....	2.3%
Lowest—Illinois.....	1.4%

#### Question:

What is the percentage for North Carolina?

- (a) 1.8% ☐ (b) 2.6% ☐ (c) 3.1% ☐

### 5. Current Expense (including interest) per Pupil in ADA.

Highest—New Jersey.....	\$260.80
Median.....	178.71
Lowest—Mississippi.....	66.54

#### Question:

What is the correct expense for North Carolina per pupil in ADA?

- (a) \$99.48 ☐ (b) \$110.40 ☐ (c) \$180.24 ☐

### 6. Percentage of Public School Revenue Receipts Derived from State Sources.

Highest—Delaware.....	87.0%
All states.....	39.8%
Lowest—Nebraska.....	3.9%

#### Question:

What is the percentage for North Carolina?

- (a) 42.6% ☐ (b) 67.9% ☐ (c) 83.9% ☐

### 7. Value of School Property Per Pupil in ADA.

Highest—New York.....	\$ 810.00
Median.....	401.00
Lowest—Alabama.....	121.00

#### Question:

What is the value in North Carolina?

- (a) \$225.00 ☐ (b) \$386.00 ☐ (c) \$503.40 ☐



## 8. Percentage of ADA to School Age Population (5-17).

Highest—Nevada.....	92.4%
All states.....	71.7%
Lowest—New Hampshire.....	61.6%

### Question:

- What is the percentage for North Carolina?  
 (a) 70.7% ☐ (b) 76.6% ☐ (c) 83.5% ☐

## 9. Number of Members on State Boards of Education.

(Nine states do not have a State Board of Education)	
Largest number—Indiana.....	19
Smallest number—Colorado and Mississippi.....	each 3

### Question:

- How many members on State Board of Education of North Carolina?  
 (a) 7 ☐ (b) 13 ☐ (c) 15 ☐

## 10. Number of Public School Administrative Districts.

Total for the 48 states.....	99,713
Largest number—Illinois (estimated).....	11,061
(This number is being reduced materially)	
Average all states.....	2,077
Smallest number—Maryland.....	24

### Question:

- How many public School Administrative Districts in North Carolina?  
 (a) 126 ☐ (b) 172 ☐ (c) 3,409 ☐

## 11. Number of Elementary Public Schools.

Total for the 48 states.....	141,318
Largest number—Illinois (estimated).....	8,333
Average all states.....	2,944
Smallest number—Delaware.....	158

### Question:

- How Many Elementary Public Schools in North Carolina?  
 (a) 1,648 ☐ (b) 2,276 ☐ (c) 3,158 ☐

## 12. Number of One Teacher Public Schools.

Total for 48 states.....	75,566
Largest number—Illinois (estimated).....	6,778
Average all states.....	1,574
Smallest number—Rhode Island.....	26

### Question:

- How many one teacher public schools in North Carolina?  
 (a) 128 ☐ (b) 612 ☐ (c) 1,019 ☐

## 13. Number of Public High Schools.

Total for the 48 states.....	22,408
Largest number—Texas.....	1,535
Average all states.....	467
Smallest number—Rhode Island.....	29

### Question:

- How many public high schools in North Carolina?  
 (a) 396 ☐ (b) 511 ☐ (c) 962 ☐

## 14. Estimated Cost of School Classrooms Needed in the Public Schools for the Ensuing Five Years.

Estimated needs of three groups of states are as follows:			
New York.....	\$1,261,822,000	New Jersey.....	\$250,000 000
California.....	1,225,000,000	Texas.....	250,000 000
Pennsylvania.....	500,000,000	Nevada.....	6,180,000
Michigan.....	400,000,000	Delaware.....	5,000,000
North Dakota.....			3,000,000

### Question:

- What is the need in North Carolina?  
 (a) \$55,745,000 ☐ (b) \$157,865,000 ☐ (c) \$236,370,000 ☐

## 15. Professional Preparation Required for Elementary Teachers Requirements for lowest teaching certificate authorized 1949.

Degree or college years required varies in the Nation from no years to Bachelor's Degree. North Carolina requires a bachelor's degree. Semester Hours of professional preparation required varies in the Nation from none to 45 semester hours (New Hampshire.)	
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### Question:

- How many semester hours of professional preparation are required of elementary public school teachers in North Carolina?  
 (a) 12 ☐ (b) 21 ☐ (c) 36 ☐

(Continued on page 6)

## Doctors Serve on Boards of Education

Indications are that doctors are public spirited citizens.

According to information from a questionnaire requesting the personnel of boards of education of the 172 administrative units, doctors are members of many of these boards.

A review of the chairmen of those boards shows that 21 "doctors" head the board membership. However, it is known that several of these 21 are not medical doctors. Several are dentists and college professors. These 21 and the unit each serves are as follows: Dr. B. E. Morgan, Buncombe; Dr. L. W. Moore, Carteret; Dr. R. S. Parker, Murphy; Dr. W. E. Miller, Whiteville; Dr. R. M. Olive, Fayetteville; Dr. W. W. Green, Edgecombe; Dr. S. P. Bass, Tarboro; Dr. R. L. Noblin, Granville; Dr. Waylon Blue, Lee; Dr. E. L. Knight, Sanford; Dr. W. G. Bandy, Lincoln; Dr. J. B. Johnson, McDowell; Dr. G. G. Herr, Southern Pines; Dr. John T. Hoggard, New Hanover; Dr. J. Wesley Parker, Jr., Northampton; Dr. S. T. Emory, Chapel Hill (university professor); Dr. W. H. Parsons, Richmond; Dr. C. T. Johnson, Red Springs; Dr. M. S. Martin, Mt. Airy; Dr. H. A. Nevell, Henderson; and Dr. D. B. Bryan, Wake (college professor).

## University Announces Summer School Programs

A number of programs of interest to school groups have been announced by Dean Guy B. Phillips, Director of the 1950 Summer Session of the University, Chapel Hill.

In addition to the regular program for graduate and undergraduate students, the following programs will be of interest to teachers and other school officials.

1. Conference on Elementary Education, June 26, 27 and 28. Under direction of Dr. H. Arnold Perry.
2. School Administrators Conference, July 5-8. Under direction of Dr. W. E. Rosenstengel.
3. Workshop for Supervisors, beginning June 12. This conference will carry graduate credit.
4. The French House will be conducted during the first term of the summer session. This will be directed by Professor Hugo Giduz.
5. The English Institute during the first summer session. Write Professor E. H. Hartsell for particulars.
6. Carolina Folk Festival, June 15, 16 and 17, Bascom Lamar Lunsford will direct the program.

## Council Asks Schools To Aid Roadside Development

The schools of the State are requested to cooperate in the Roadside Beautification Program which is being sponsored by the N. C. Roadside Development Council.

Mrs. N. A. Edwards, president of the Council, recently conferred with State Superintendent Clyde A. Erwin, with regard to the Council's plans for 1950. Garden Clubs, Home Demonstration Clubs, Federated Women's Clubs, the State Grange, Officials of the State Highway Commission, and various other groups have endorsed the program.

Superintendent Erwin expressed keen interest in the project. "This is a very worthwhile undertaking," he said. "In my opinion, the schools through PTA organizations and other groups will gladly cooperate in the beautification of school grounds and adjacent to roads and highways."

## 34 States Require Free Textbooks

In 34 of the 48 states textbooks are required to be furnished free to children in the elementary grades. Free textbooks are authorized in the 14 remaining states.

Textbooks are also furnished free to high school children in a majority of the states having mandatory free textbook systems. Approximately one-third of the states in which textbooks are furnished free are purchased and paid for by the state. In a number of states the cost of free textbooks is divided between the state and the local school district. In approximately 20 states, textbooks are purchased and paid for by local school districts, towns or counties.

North Carolina furnishes free textbooks to grades 1-8. A rental plan is in effect for textbooks used in the high schools.

## State PTA Meets April 18-20

Annual meeting of the North Carolina Congress of Parents and Teachers will be held at Charlotte, April 18-20, it is announced by R. M. Grumman, President.

Plans are now being made for this Convention, Mr. Grumman states, and will be announced later. "Every local association should be represented at this big event of the year," he said.

## What Factors Tend to Boost Teacher Morale

What factors affect teacher morale in a positive way?

Out in Illinois a survey was made to determine these factors. Included in the survey were 216 rural teachers and 1,368 urban teachers—1,468 classroom teachers and 116 administrators and supervisors—1,352 who belonged to local teachers association and 232 who did not belong.

Here is how these teachers voted on the twenty highest factors affecting teacher morale:

1. Administrative support in discipline (69.8%)
2. Friendly inter-faculty relations (64%)
3. Belief in and enjoyment of teaching (62.1%)
4. A just and adequate salary plan (60%)
5. Worker's retirement pension plan (57.1%)
6. Administration shows confidence (57.1%)
7. Faculty cooperation in activities (55.8%)
8. Adequate sick and emergency leave (55.2%)
9. Position security through sound tenure (54.8%)
10. Constructive, democratic supervision (54.1%)
11. Students show courtesy and respect (53.7%)
12. Parents appreciate and cooperate (53.5%)
13. Teacher grievances handled properly (52.4%)
14. Teacher has social freedom (50.5%)
15. Teacher knows subject and methods (50.4%)
16. Nonfears—sense of humor—polite (49.4%)
17. Good physical health energy, reserve (48.7%)
18. Teacher considers attitudes of others (47.8%)
19. Teacher load is reasonable and fair (44.3%)
20. School board plans well (42.2%)

(Continued from page 5)

### 16. Professional Preparation Required for High School Teachers.

Degree or college years required varies in the Nation from no years to bachelor's degree. North Carolina requires a bachelor's degree. Semester hours of professional preparation required varies in the nation from none to 42 semester hours (Delaware).

#### Question:

How many semester hours of professional preparation are required of high school teachers in North Carolina?

- (a) 18 ☐ (b) 24 ☐ (c) 36 ☐

### 17. Teacher Preparation Attained.

Bachelor Degree average all states..... 44.7%

#### Question:

What is the percentage for North Carolina?

- (a) 33.7% ☐ (b) 48.6% ☐ (c) 72.0% ☐

### 18. Master or High Degree Average All States..... 14.4%

#### Question:

What is the percentage for North Carolina?

- (a) 3.5% ☐ (b) 12.1% ☐ (c) 15.4% ☐

### 19. Average Annual Salaries of Teachers, 1947-48.

Average all states..... \$ 2,440  
Highest—New York..... 3,450  
Lowest—Mississippi..... 1,293

#### Question:

What is the average for North Carolina, 1947-48?

- (a) \$1,865 ☐ (b) \$2,125 ☐ (c) \$2,471 ☐

### 20. Estimated Number of Teachers Needed for Grades, 1-12, 1947-48.

Highest—California..... 14,751  
Lowest—Rhode Island..... 200

#### Question:

How many needed in North Carolina?

- (a) 1,250 ☐ (b) 2,300 ☐ (c) 4,709 ☐

## ANSWERS TO QUIZ

- |                 |                 |                       |                 |
|-----------------|-----------------|-----------------------|-----------------|
| 1. (c) 26.2     | 6. (b) 67.9%    | 11. (c) 3,158         | 16. (a) 18      |
| 2. (a) \$890.   | 7. (a) \$225.00 | 12. (b) 612           | 17. (c) 72.0%   |
| 3. (b) \$4,434  | 8. (b) 76.6%    | 13. (c) 962           | 18. (a) 3.5%    |
| 4. (b) 2.6%     | 9. (b) 13       | 14. (b) \$157,865,000 | 19. (b) \$2,125 |
| 5. (b) \$110.40 | 10. (b) 172     | 15. (b) 21            | 20. (c) 4,709   |

## Bureau Predicts N. C. Population Increase

A 5.3 per cent increase in the State's population from July 1946 to July 1950 is estimated by the Bureau of the Census. Per cent change from April, 1940 to July, 1946 was 2.7 per cent.

Applying these estimates to the population of 3,571,623 in 1940, the predicted population for the 1950 census is approximately 3,900,000.

Average increase for the nation as a whole during the period is 6.3 per cent. The Pacific coast states led all geographical areas in population growth.

## 1950 Boys and Girls Week to be Observed

Boys and Girls Week will be observed this year in hundreds of communities throughout the United States and Canada from April 29 to May 6. The Celebration will mark the 30th annual observance of this important youth event.

With the theme, "Youth's Responsibilities," the program is designed to focus public attention upon the interests, activities, potentialities, and problems of youth and to give impetus to character-building activities of youth-serving agencies. It calls attention to the organizations and programs serving the needs of youth, and seeks to arouse the interest of the entire community in supporting measures to strengthen and insure the wholesome, purposeful development of all boys and girls.

The activities planned for the observance emphasize important factors in the growth of youth, including citizenship training, education, recreation, occupational guidance, home life, religious education, health and safety, tolerance and understanding among nations and peoples, and membership in boys' and girls' organizations. Plaques will again be awarded to those communities sponsoring the best Boys and Girls Week observances in the United States and Canada.

Suggested daily programs for the week include Citizenship Day, April 29; Day in Churches, April 30; Health and Safety Day, May 1; Day in Schools, May 2; United Nations Day, May 3; Careers Day, May 4; Family Day, May 5; Day of Recreation, May 6.

Information about Boys and Girls Week, including a poster and Manual of Suggestions, together with information about poster stamps and other helpful suggestions for carrying out the program of the week, may be obtained free of charge from Boys and Girls Week, 35 E. Wacker Drive, Room 950, Chicago 1, Illinois.

## SCHOOL LIBRARIES CONTINUE TO GROW

School libraries continue to grow in number and in use, according to recent statistics on this phase of public education in North Carolina.

The 2,647 schools, 1,671 elementary and 976 high, from which reports were received, show a total of more than 3,700,000 books with more than 12 million in circulation in 1948-49. Nearly

\$725,000 was spent for public libraries, the greatest portion for books and magazines. There were during the year 213 schools that employed full-time librarians and 412 schools had teacher-librarians.

The following table shows the progress in library growth within recent years:

	1944-45	1946-47	1947-48	1948-49
Schools reporting .....	2,355	2,662	2,877	2,647
Pupils enrolled .....	688,416	768,701	813,499	806,441
Books last report .....	2,849,646	3,404,488	3,631,060	3,767,333
Books lost and discarded .....	108,452	133,398	159,019	178,663
Books added .....	324,709	363,444	374,317	276,831
Books in libraries .....	3,065,903	3,634,534	3,846,358	3,988,864
Books per pupil .....	4.45	4.73	4.73	4.95
Magazines in libraries .....	27,223	30,948	33,618	34,931
Book circulation .....	9,838,935	10,554,776	10,866,528	12,008,387
Average circulation per pupil .....	14.29	13.73	13.36	14.89
Expenditures .....	\$443,199.66	\$636,886.66	\$761,593.07	\$723,604.29
Expenditures per pupil .....	.64	.83	.94	.90
Expenditures for books and magazines .....	\$392,339.36	\$562,475.63	\$638,726.26	\$561,724.22
Expenditures per pupil for books and magazines .....	.57	.73	.79	.70
Expenditures for supplies .....	\$ 50,860.30	\$ 74,411.03	\$122,866.81	\$161,880.07
Schools with full-time librarians .....	121	151	179	213
Schools with part-time librarians .....	614	637	651	1,198
Schools with teacher-librarians .....	862	1,005	1,065	412

## LABOR STATISTICS BUREAU REPORTS ON EMPLOYMENT OUTLOOK FOR TEACHERS

America's colleges will have to train four times as many grade school teachers as were trained last year to meet the peak need for new teachers in 1953-54, when a tremendously increased flood of children will crowd the schools.

This conclusion is contained in a 90-page bulletin, "Employment Outlook for Elementary and Secondary School Teachers," released recently. The publication—the first to analyze the long-run need for teachers on a State-by-State basis—was prepared by the U. S. Department of Labor's Bureau of Labor Statistics in cooperation with Veterans Administration, State departments of education, teachers' associations, the U. S. Office of Education, and other groups and individuals in the educational field helped in its preparation.

The main cause of the severe grade school problem, the report states, has been that teacher-training institutions in most states are turning out far fewer teachers than are needed. In 1949, for example, 25,000 teachers were trained, yet the need was for 75,000. Also, the need for teachers has been made more acute by the millions of "war babies," many of them already of grammar school ages; millions more "post-war babies" soon will be starting to school. Peak enrollment in grades one to eight

is expected about 1957 in most states. However, the report points out, the greatest number of new teachers will have to be hired in 1953, when the most rapid rise in enrollments is anticipated.

The picture for high school teachers is quite different. Nearly every state now has an oversupply at this level, except in special subject fields, such as home economics, commercial work, and industrial arts. In 1949, four high school teachers were trained for every one who was needed. The number of high school teachers required in most states probably will decline slightly until 1952. For three years after 1952, the report predicts a slowly increasing need. Next will come a rapid increase until the late 1950's, as the peak numbers of students move from the lower grades into high school.

The report presents charts to illustrate another reason for the shortage of teachers at grade school levels. It points out that more new teachers will be required to take the places of those leaving the profession than will be needed to handle the additional youngsters. The rate of leaving varies widely from state to state. In 19 states, the 1948-49 rate ranged from 3 to 18 per cent.



# States Vary Greatly in Statistical Information Regarding Schools

The 48 states of the Nation vary greatly in their public schools, according to statistical information published recently by the Council of State governments.

Public education in this country is largely a state function. Except for some financial aid which the Federal Government provides for vocational education, state governments have the responsibility for operating the public schools in their respective states. The proportion of the financial support provided by the state governments varies from state to state. That part of the funds not provided by the state and federal governments must be provided by the local governments—county, city, town, district—and sometimes by private aid.

Since the wealth and income of the states vary widely, both on State and local levels, the provision for educational opportunities also varies. In order to more nearly equalize these opportunities, there is a definite need for Federal aid to be distributed to the states on an equalizing basis.

The statistical information presented below was taken from the study made by the Council of State Governments. It is presented here in order to point out to a greater number of readers the differences as measured by objective data in the abilities and efforts of the states in providing public education.

In addition to ability and effort, the size of the task as determined by the number of children to be educated is a primary factor in the provision of equal opportunities. The states vary greatly in this respect also.

In the following table, the states are ranked on seven essential items that are common to all state programs of education. Although these items are for the 1947-48 school year, they nevertheless show relative positions of the states that perhaps haven't changed greatly since that year.

## School Age Children

of each \$1000 of income in New Mexico is devoted to the support of public education, whereas in Mississippi only \$14 of each \$1000 in income goes to that purpose.

The average for the nation is \$23. School revenues in Arizona, Iowa, Montana, New Mexico and Utah constitute 8% or more of the total income. In contrast, Illinois, Connecticut and Massachusetts are spending only 1.5% of their incomes for public education. In the 46 states ranking highest, the revenues for schools constitute from 2.6% to 3.6% of the income of the people; whereas the 13 states ranking lowest in this respect, allocated 1.9% or less of their total income for schools.

**Cost per Pupil**

A comparison of the expenditures for public education in the several states may be made on the basis of current expense per pupil. Column 4 of the table shows these figures as computed by the Council of State Governments. There are wide differences among the states, ranging from \$200.80 in New Jersey to \$66.54 in Mississippi, in per pupil expenditure for education. These differences are more clearly revealed by a comparison of the five highest with the five lowest states in this respect.

New Jersey	.	.	.	.	\$260.80
Montana	.	.	.	.	255.11
New York	.	.	.	.	250.75
Washington	.	.	.	.	229.30
California	.	.	.	.	223.45
Tennessee	.	.	.	.	105.69
Alabama	.	.	.	.	99.06
Arkansas	.	.	.	.	85.32
Georgia	.	.	.	.	80.79
Mississippi	.	.	.	.	66.54
The national average in this respect					\$178.71

## Value of Property

The value of school property shows to some extent the provisions for school buildings and equipment. On a per pupil

Teachers' Salaries	
Nevada . . . . .	619.00
Illinois . . . . .	607.75
Wisconsin . . . . .	604.52
It is less than \$200 in:	
South Carolina . . . . .	\$191.00
Tennessee . . . . .	168.00
Mississippi . . . . .	147.00
Alabama . . . . .	121.00

Holding Power	
An indication of the holding power of the schools in the various states is the ratio of high school enrollment to total enrollment. Figures of this kind are presented in Column 6 of the table.	
On this item the states range from a high school enrollment of 311 of each 100 pupils enrolled in West Virginia to 143 pupils enrolled in Nebraska.	
The states ranking highest and lowest are as follows:	
	<i>Per Cent</i>
West Virginia . . . . .	311
New York . . . . .	29.6
Wisconsin . . . . .	29.6
Illinois . . . . .	29.2
Nebraska . . . . .	28.5

Teachers' Salaries	
Salaries paid teachers indicate, to some extent at least, the qualitative aspect of the instructional program. Where salaries are low, chances are that the best qualified persons will gravitate to other professions. When salaries are reasonably high in comparison with salaries paid in other professions, chances are that good teaching material will remain in the teaching profession.	
Average annual salary paid throughout the nation in 1947-48 was \$2,440. Top positions were held by the following states:	
New York . . . . .	\$3,450
California . . . . .	3,400
Maryland . . . . .	3,335
Washington . . . . .	3,313
Arizona . . . . .	3,298
Lowest salaries paid were in:	
Georgia . . . . .	\$1,715
Tennessee . . . . .	1,649
North Dakota . . . . .	1,573
Arkansas . . . . .	1,548
Mississippi . . . . .	1,293
In other words, the highest average salary paid in 1947-48 was nearly three times that paid in the state ranking lowest.	

NORTH CAROLINA'S RANK AMONG THE FORTY-EIGHT STATES  
ON SELECTED ITEMS FOR 1947-48

Item	Rank
1. Educational load as measured by number of school age children per thousand of the population (262 per thousand)	6.5
2. Ability to support education as measured by average personal income per child of school age (\$3,395 per child)	43
3. Effort to support education as measured by ratio of state and local revenues for public schools to total income of the people	14
4. Current expenses, including interest, per pupil in average daily attendance (\$110.40)	42
5. Ratio of school property per child of school age (\$295)	42

to be a very good time to get your hands in on the ground. The national averages in 2005 were \$140 in Pennsylvania, \$125 in Alabama, \$110 in Pennsylvania, \$95 per pupil investment in school improvement in New York, and nearly \$800 in Florida.

In New Mexico to 166 per 1000 in New Jersey. The national average is 205 per 1000.

The seven states with the highest proportion of school-age children (New Mexico, South Carolina, Mississippi, Alabama, North Dakota, North Carolina, and West Virginia) average approximately 95 more children in each 1000 population than do the seven states having the lowest proportion of school-age children (New Jersey, New York, Connecticut, California, Rhode Island, Illinois and Massachusetts). These figures also mean that those states having the largest school-age population per 1000 total population have correspondingly fewer adults to carry the burden of educational support.

#### Income per Child

Column 2 of the table gives the average income per school-age child. This is a measure of the ability of a state to support an educational program in relation to its educables.

Because of the greater variation in per capita income among the states, the variation in income per child among the states is much greater than that of school-age population to total population. The top-ranking state, New York, has an income per child of \$10,742; nearly five times that of the lowest ranking state, Mississippi, with an average of \$2,374.

It will be noted that the five highest ranking states—New York, Nevada, Connecticut, California and Illinois—each has an income per child in excess of \$9,000. On the other hand, the five lowest ranking states in this respect—Mississippi, Arkansas, South Carolina, Alabama, and Kentucky—each has less than \$3,400 income per child.

The average for the nation is \$6,436.

#### Effort

The effort of a state to support its program of public education is measured by the percentage of its income allocated to education. A study of column 3 of the table indicates the states range in this respect from a high of 3.6% in New Mexico to a low of 1.4% in Illinois. In other words, \$36 out

of every \$100 in New York to \$121 in Alabama. Stated another way, per pupil investment in school property in New York is nearly seven times that of Alabama. The national average is \$401.

Investment per pupil is more than \$900 in the following states:

New York	\$810.00
Rhode Island	672.89
New Jersey	670.00
Massachusetts	658.00

PUBLIC SCHOOL STATISTICS IN THE STATES, 1947-48  
(The Forty-Eight State School Systems)

STATE	Sch.-Age Pop. to Total Population		Income per Sch. Age Child		State & Local Revenue for Public Schools		Current Expense per Pupil in A.D.		Value of School Property in A.D.		Secondary Enrollment		Annual Salaries of Teachers, prin. and super.	
	%	Rank	%	Rank	%	Rank	Amt.	Rank	Amt.	Rank	%	Rank	Average	Rank
Alabama	34.7	14.5	3.5	35	17.5	33	\$31.16	15	\$181.00	39	17.8	45	\$1,906*	41
Alaska	1.0	48	1.0	48	1.0	48	1.0	48	1.0	48	1.0	48	1.0	48
Arkansas	26.1	8	3.5	35	23.5	26	283.32	46	201.54	44	18.3	43	1,548	47
California	17.2	45	9.56	4	2.1	31	253.45*	5	549.00*	10	23.6	30	3,409	2
Colorado	17.1	46	9.56	4	1.5	45	220.93	26	504.87	14	25.5	19.5	3,067	8
Connecticut	19.2	35	8.553	3	1.7	43.5	201.72	14	552.00	9	25.2	23	2,663	20
Delaware	29.3	28	5.435	30	2.9	36.5	165.50	29	320.32	33	21.0	35	1,715	44
Florida	29.3	28	5.435	30	2.9	36.5	165.50	29	320.32	33	21.0	35	1,715	44
Georgia	33.8	17	5.436	31	2.7	10.5	153.67	35	335.73	32	25.7	17.5	2,220	29
Idaho	17.8	42.5	9.102	5	1.4	48	179.36*	22	607.75	6	22.2	44	2,780	15
Illinois	30.3	23	5.522	27	2.6	19.5	174.57	26	398.00	25	25.9	24	2,050	37
Indiana	19.5	32	6.731	18	2.3	23.5	197.38	17	556.95	8	26.4	13	2,152	32
Iowa	25.3	10	3.357	44	2.2	2.5	118.34	41	544.00*	4	15.3	47	2,195	37
Kentucky	30.3	23	5.522	27	2.6	19.5	174.57	26	398.00	25	25.9	24	2,050	37
Louisiana	21.4	33.5	5.290	32	1.8	33.5	129.00	39	301.00	34	22.7	34	2,000	38
Maryland	18.8	39	7.238	12	2.1	31	178.58	25	365.00	28	19.4	40	3,335*	3
Massachusetts	17.8	42.5	9.102	5	1.5	45	201.72	14	552.00	9	25.2	23	2,663	20
Michigan	20.2	30	5.907	26	2.5	17.5	204.07	12	493.00	15	26.2	16	2,585	32
Minnesota	34.0	3	5.907	26	2.5	17.5	204.07	12	493.00	15	26.2	16	2,585	32
Mississippi	37.8	3	2.374	48	2.3	23.5	166.54	48	147.00	47	14.3	48	1,373	48
Missouri	34.0	3	5.907	26	2.5	17.5	204.07	12	493.00	15	26.2	16	2,585	32
Montana	18.0	41	10.240	2	2.3	23.5	219.20*	38	615.00	5	28.5	33	1,919	40
Nevada	18.0	41	10.240	2	2.3	23.5	219.20*	38	615.00	5	28.5	33	1,919	40
New Hampshire	16.6	48	8.776	27	2.2	25.5	268.80	31	470.00	18	27.7	18	3,073	7
New Mexico	28.3	1	3.716	40	3.6	1	169.50	28	357.10	40	15.9	44	2,958	11
New York	16.8	47	10.742	1	2.1*	31	253.45*	5	549.00*	10	23.6	30	3,409	2
North Carolina	26.6	5	6.305	22	1.9	35.5	159.98	33	464.55	12	19.0	42	2,125*	34
Ohio	19.1	36.5	7.555	10	1.8	33.5	178.58	25	365.00	28	19.4	40	3,335*	3
Oklahoma	38.5	2	5.822	15	2.6	19.5	174.57	26	398.00	25	25.9	24	2,050	37
Pennsylvania	19.3	34	7.137	13	1.7	43.5	220.93	26	504.87	14	25.5	19.5	3,067	8
Rhode Island	17.3	44	8.782	6	1.7	43.5	220.93	26	504.87	14	25.5	19.5	3,067	8
South Carolina	24.7	12	5.547	29	2.9	36.5	165.50	29	320.32	33	21.0	35	1,715	44
South Dakota	24.7	12	5.547	29	2.9	36.5	165.50	29	320.32	33	21.0	35	1,715	44
Tennessee	24.2	13	3.783	39	2.4	19.5	165.50	29	320.32	33	21.0	35	1,715	44
Texas	22.6	19.5	4.386	33	2.5	25.5	268.80	31	470.00	18	27.7	18	3,073	7
Vermont	21.3	34	5.551	28	2.1	31	169.66	27	360.00	29	26.8	11	2,016	36
Virginia	22.6	19.5	4.419	36	2.0	34.5	139.42	40	296.00	35	24.6†	25	2,002	34
Washington	26.2	8	3.927	38	1.8	33.5	178.58	25	365.00	28	19.4	40	3,335*	3
Wisconsin	20.4	26	6.527	16	2.8	18	137.50	38	323.00	33	21.1	34	2,364	36
Wyoming	21.9	21	6.794	19	1.7†	43.5	161.22	31	604.82†	7	23.6†	29	2,340	27
U.S.	20.5		\$ 6,436		2.3		\$178.71		\$401.00		24.3		\$2,440	

\*Estimated 1946-47 data. †Not including interest. 1946-46 data. ‡Based on A.D.M. †High Schools are grades 8-12.

## COMMISSIONER MCGRATH SAYS EDUCATION IS IN MOST CRITICAL PERIOD BECAUSE NATION HAS NOT FACED COST

American education is now in the most critical period of its history, according to the 1949 annual report of the Office of Education, made public recently by Federal Security Administrator Oscar R. Ewing.

Although the Nation is committed to the conception of educational opportunity for all, it has not yet "faced realistically the practical consequences of this philosophy—the cost in terms of teachers, buildings, textbooks—dollars and cents," Earl James McGrath, U. S. Commissioner of Education stated in the report. The urgent need for federal aid for elementary and secondary education was pointed out by Commissioner McGrath.

Calling attention to the still critical shortages of elementary teachers and school buildings, Commissioner McGrath said that continuing surveys are needed to keep up with significant facts.

The supply of teachers in elementary schools is still about a quarter below even the 1941 number, according to the Office of Education report. Although the teacher shortage in high schools has eased off to some extent, there is no over-supply of well-qualified teachers because many of the high school teachers barely meet professional standards.

The need for basic studies about the teaching profession was indicated by Commissioner McGrath. "We need more reliable evidence than we now have," he said, "as to why some young people are attracted to teaching while others are driven from it." This type of analysis will require the cooperative efforts of educators and many other specialists in human relations.

The present critical shortage of qualified teachers is matched by an arresting lack of school buildings. Sampling studies by the Office of Education and the National Education Association indicate that the cost of building additional school structures needed to accommodate the increased enrollments during the next 10 years and to replace obsolescent and dilapidated buildings would amount to at least 10 billion dollars.

Commissioner McGrath stated that in the interest of the national welfare qualified young persons in all states should have the opportunity to get a post-high-school education. "If this is

to be accomplished," he said, "some form of Federal scholarship is absolutely essential."

To advance international understanding, which he termed urgently necessary, Commissioner McGrath urged an expansion of efforts to supplement formal programs of educational institutions. The exchange of teachers between this country and Great Britain is one illustration of such efforts; the exchange of technical personnel, such as is suggested in President Truman's "Point 4" program, is another.

The crisis in education is the more serious, according to Commissioner McGrath, because of the widespread concern over communism. In combating communism he warned that we must not create our own kind of police state. "If, in our efforts to defeat totalitarianism we become totalitarian," he said, "we have lost the battle."

Pointing to such features of totalitarianism as the suppression of dissident opinion and the abrogation of free speech, as repugnant to democratic values, Commissioner McGrath said: "A free society must be made up of free men. There is no other way."

Highlights on the statistical picture of education presented in the report include:

1. Expenditures for all education, public and private, for the school year 1948-49 in the United States are estimated at \$5½ billion, compared with slightly more than \$5 billion for the previous year.

2. The average salary of teachers, principals and supervisors is estimated at \$2,750 for 1948-49 compared with \$2,254 two years earlier.

3. Expenditures per pupil in average daily attendance for current expenses is estimated at \$185 for 1948-49 compared with \$152.80 two years earlier.

4. Enrollment in federally-aided vocational classes increased in 1948-49 to an all-time high, slightly above 3 million.

5. The number of 1-teacher schools is estimated at 75,000 in 1948-49 compared with 86,563 in 1945-46 and with 265,474 in 1909-10.

6. During 1948-49 nearly 27,000 foreign students were admitted to institutions of higher education in the United States compared with approximately 21,000 in 1947-48 and 16,000 in 1946-47.

## Junior College Enrollments Increase

According to a report from the Federal Security Agency, junior colleges in the fall of 1949 showed an increase of 8.6 per cent in enrollment over that of 1948, the largest increase in enrollments of any type of institution.

Teachers colleges showed an increase of 8.4 per cent, universities, colleges and professional schools, an increase of only 0.9 per cent, and Negro institutions a decrease of 1.3 per cent. Certain types of professional schools with the universities have shown a marked increase in their enrollments.

First-time students, the report shows, increased 9.7 per cent in junior colleges and 6.2 per cent in teachers colleges, decreased 6.2 per cent in universities, colleges and professional schools, and remained unchanged in Negro institutions.

## Thomasville To Have Intercommunications System

Trained engineers are now installing an intercommunication system in the Thomasville High School, according to Superintendent G. H. Arnold.

The new apparatus according to an article in *Facts and Fun*, the school's paper, affords a variety of uses. It is at one and the same time a system of intercommunications; a public address system; FM, AM and short wave radio receiver; and phonograph recorder and playback machine.

Each room in the building will have speaker reception, but it will be possible to channel three distinct programs to varied classrooms, according to the requirements of the occasion. For example, a different program can be sent out to separate groups of classrooms from the two turntables of the console or from the two radios, while at the same time statements or announcements over the console microphone can be channeled to a third group of rooms. A master switch will contact all rooms.

In addition to the use of the system for intercommunications and for reception of special programs, there are great possibilities as a means for instruction in radio announcing, public speech, music auditions, clear amplification in the auditorium for addresses and programs, and a number of other important uses.

It will require a limited staff of student technicians for its operation. This in itself will afford useful training and experience for those students interested in and selected for this important job.



## Court Stops Teacher Purge

Efforts to purge teachers on suspicion of disloyalty have been stopped by a number of recent court decisions.

Last October, a New Jersey court ruled that oaths for public employees violate the state Constitution. On November 28, 1949, a New York Supreme Court wiped out a law requiring the New York Board of Regents to compile a list of subversive organizations of which teachers could not belong. State Justice Schirich decided the law was unconstitutional because it inflicted punishment without trial. The Judge said that the State may prescribe reasonable qualifications for teachers; but, just as the State could not ask its employees to refrain from worship except in a stated church, so it may not dictate the organizations to which an American may not belong.

## Special Security Program Includes Education

One of the purposes of the Social Security Program as envisaged by the bill now before Congress is to provide survivor benefits for the family of the deceased worker, such benefits including the continuation of the education of minor children of the family.

This point was recently made by M. D. Dewberry Regional Representative of the Social Security Administration, Washington, a former member of the teaching profession from Texas.

Another phase of the Social Security Program is the provision for old age retirement. According to Mr. Dewberry, many individuals think only of this part of the Program when Social Security is mentioned, whereas the "survivor benefits" part of the Program is also important in that it covers children. "Of the more than 2½ million persons throughout the United States receiving payments under Federal Old-Age and Survivors Insurance, over 600,000 are children", he states. "One person out of every four is a child beneficiary. In North Carolina 3 out of 7 beneficiaries are children under 18."

"Social Security is built around the family of a worker. It is designed first for the retirement of a wage earner at 65. Secondly, the family is protected against total loss of income in the event of the wage-earner's death before he reaches retirement age. It tends to keep the family together with direct aid under the mother's care rather than forcing institutional aid. And thus the Social Security Program with this basic security aligns itself to education in the further development and continuance of the nation's welfare."

## GOVERNMENT DONATES MUCH FOOD TO STATE'S SCHOOL LUNCH PROGRAM

Carloads of food which would make up a train approximately four miles long were donated by the federal government to North Carolina schools and institutions during 1949, according to a report by Jay P. Davis, marketing specialist with the State Department of Agriculture.

Purchased under the school lunch and farm price-support programs, 19,057,858 pounds of food were distributed to 1,723 schools serving lunches to a total of 334,613 children, and to 93 public and charitable institutions having 21,337 inmates.

Irish potatoes accounted for about 45 per cent of the total poundage, and fresh apples and pears represented approximately 18 per cent. Nearly two million pounds of processed cheese and 280,000 pounds of creamery butter were included in the shipments. Canned peaches and canned tomatoes totaled more than 3.3 million pounds, with honey and peanut butter amounting to over one million pounds.

Ten carloads of fresh snap beans, nine cars of concentrated orange juice, four cars of dried eggs, three cars of fresh Italian prunes, five cars of tomato paste, and two cars of sweet potatoes completed the "menu."

Surplus foods purchased under the federal farm-price-support program represented 63.5 per cent of the total number of pounds donated. Only six of the commodities—orange juice, peanut butter, cheese, canned peaches, tomato paste and canned tomatoes—were non-surplus foods purchased under the school-lunch program.

Davis also reported that 120 carloads of food were on their way to North Carolina distribution in January. These include 54 cars of fresh apples, 41 cars of Irish potatoes and 25 cars of creamery butter.

## Cities Elect Acting Superintendents

John Paul Lentz and John A. Horne have been elected in Burlington and Kinston, respectively, as acting superintendents, while Dr. L. E. Spikes and Jean P. Booth are on leave of absence from those units.

Superintendents Spikes and Booth have recently gone to Japan as advisers in education on General McArthur's staff. They will be gone about four months.

## Statistics for Schoolmen

It takes the average worker in the United States 27 minutes of work to earn a dozen eggs. In Australia it takes 53 minutes; in Britain, 57 minutes; in France, 106 minutes; in Russia, 158 minutes and in Austria 244 minutes.

\* \* \*

Average individual grant to the needy aged in California is \$70.68 a month, highest for the country. Massachusetts is the only state in the Union earmarking a special \$4 allotment for every needy aged person for "leisure time activities."

\* \* \*

Three times as many lobbyists were registered in 1948 as there were members of the House of Representatives and the Senate combined.

\* \* \*

The Indian population is growing. More than 425,000 Indians are now on tribal rolls compared with 398,000 in 1936.

\* \* \*

The radio industry, only in its 29th year, boasts of the following record: 94 per cent of all families in the U. S. listen regularly to programs from more than 2,800 broadcasting stations. More than 10,000,000 automobiles are equipped with radio. An additional 34,000,000 sets are in use in stores, hotels, institutions, offices, bringing the total number of sets in operation to more than 83,000,000.

\* \* \*

Record for long-distance commuting in pursuit of education: An engineer enrolled at the Illinois Institute of Technology takes a 9-hour, 470 mile train ride to attend a 3-hour class and return home every Wednesday night.

\* \* \*

Average pay scale for union construction workers in 7 major building crafts in 85 cities is \$2.20 an hour. Average for brick layers is \$2.75; carpenters, \$2.28; electricians, \$2.50; painters, \$2.20; plasterers, \$2.68; plumbers, \$2.53; laborers, \$1.49. One glimmer of relief for budget-tight boards of education, wage rise for first 9 months of 1949 was only 3 per cent compared to 8 per cent rise for the same period in 1948.

## EMILY POST WRITES ON MOTOR MANNERS

Emily Post, the famous authority on etiquette and good manners, has written a booklet called "Motor Manners." It is distributed free by many companies.

Motor manners—which also mean motor safety—are boiled down by Emily Post into this:

1. A well-mannered driver will share the road, never usurping the right-of-way from other vehicles or pedestrians.

2. A well-behaved driver uses his horn as a warning device in emergencies and never as a had-tempered voice to threaten or scold.

3. An honorable man or woman would no more cheat traffic regulations than cheat at games or sports.

4. Courteous pedestrians will cross busy streets at intersections, respect traffic lights and avoid darting out from behind parked vehicles.

5. An obnoxious driver will never fail to dim his lights when meeting other cars in the dark.

6. Well-bred people, whether drivers or passengers, are just as considerate of each other as are hosts and guests in a drawing room.

7. An accommodating driver parks his car so as not to interfere with the use of other parking spaces or with the movement of other vehicles.

8. Orderly drivers always keep to the right, except when using the proper lane for turning or passing.

9. A courteous driver never fails to signal his intentions to stop, turn or pull out.

10. Considerate persons always drive at speeds which are reasonable and prudent, considering traffic, road and weather conditions.

11. One who has any consideration for the safety of others will refrain from driving when physically exhausted.

12. Kindly persons never show curiosity at the scene of an accident and always give any assistance that may be possible.

### Conservation Pledge

Posters of the Conservation Pledge, "I give my pledge as an American to save and faithfully to defend from waste the natural resources of my country—its soil and minerals, its forests, waters, and wildlife," size 8½ x 11½, may be secured as follows: 10 posters, 25c; 100 posters, \$1.50; 1,000 posters, \$10. from Outdoor Life, 353 Fourth Avenue 10, N. Y.

### New March of Time Film Appeals to Civic Responsibility

Everyone concerned with public education will wish to see "The Fight for Better Schools," new March of Time motion picture which has been released for general theatrical distribution throughout the United States.

This is the opinion of Willard E. Givens, executive secretary of the National Education Association, who attended a preview of the film before it was released to theatres.

"America's teachers are gratified," Dr. Givens declared, "at the unprecedented interest now being shown by community leaders in the improvement of their schools. This is a hopeful sign. Many school needs which we in education have long recognized will be met once the public becomes thoroughly aroused and interested. Better schools are sure to follow every step that is taken to stimulate and strengthen the interest of citizens."

"The Fight for Better Schools" is a ringing appeal to civic responsibility. Vividly and dramatically it tells how the citizens of one community (Arlington, Va.), in spite of discouraging odds, brought about notable improvements in their school system. To reach their goal they had to get a bill passed by the state legislature, elect a school board, and promote two bond issues for new school buildings. But their work is now paying off in the improved teaching staff, enriched program, and better school housing which have become realities. The film also shows how the state of Arkansas is fighting to improve its schools, and how educational progress is being made in Delaware, in Great Neck, Long Island, and in other places.

"All adult citizens in America should see this film which clearly indicates their responsibility for local school systems."

The film is distributed by 20th Century-Fox Film Corporation and will be limited to theatrical showings until approximately April 1, 1950. After that time it will be available in 16 mm. prints through the March of Time Forum edition for non-theatrical showings. Groups interested in seeing the film may call their local theatres for play-dates. Further information concerning distribution dates may be obtained from Marjorie Harker, March of Time, 369 Lexington Avenue, New York 17, N. Y.

### State Ranks Second in Pupils Per Teacher

North Carolina ranks second among the 48 states in the number of pupils enrolled per teacher. This is shown in a recent study by the Research Division of the National Education Association based on estimates for the year 1948-49. North Carolina's pupil-teacher ratio is 32.7.

Mississippi with a 35.6 ratio in this respect leads the states. Lowest state, South Dakota, has a 15.3 pupil-teacher ratio. Average for the nation is 26.8.

Considering elementary schools only, North Carolina has 35.1 pupils per teacher and ranks seventh among the 48 states in this respect. Top ranking state, Maryland, has a per pupil teacher ratio of 43.2 for its elementary schools. Average for the nation is 29.9.

Among the high schools teacher load is lower, the national average being 21.0. North Carolina with an average of 25.8 ranks third among the 48 states in this respect. Michigan, with 27.1 pupils per teacher, ranks first. Utah is second with a 26.2 pupil-teacher ratio.

### Colorado School Offers Scholarship

A scholarship valued at \$425 to \$475 a year is offered by the Colorado School of Mines to a North Carolina boy for the 1950-51 term.

This scholarship will be awarded upon recommendation of State Superintendent of Public Instruction Clyde A. Erwin. The scholarship may remain effective for a maximum period of four years, provided the student maintains a satisfactory scholastic standing and complies with the rules and regulations of the school.

The Colorado School of Mines, located at Golden, offers courses leading to graduate and undergraduate degrees in coal and metal mining, metallurgy, geology, geophysics, petroleum production, and petroleum refining, and elective courses in the production and utilization of cements, refractories, clays, and other nonmetallic minerals.

In order to qualify for the scholarship, the applicant must fulfill certain specific requirements, one of which is the presentation of a detailed record of his former scholastic work, certified by the school he last attended, attesting that he satisfies the requirements for entrance to the Colorado School of Mines as specified in the general catalog, and that he had a scholastic standing in the upper tenth of his high school, preparatory, or college classes.

## CIO Urges Federal Aid

Federal aid for education was endorsed by the Congress of Industrial Organizations at its annual convention held in Cleveland, Ohio, October 31—November 4, 1949.

This endorsement was included in the following five-point resolution:

We urge the enactment by the 81st Congress of legislation:

(1) To provide adequate federal aid for education so that, together with appropriations by the various states, improved facilities on every level of the educational system, from nursery to university, shall be assured, so that every child shall have a good education, every class a good teacher, and every teacher a good salary;

(2) To provide, in accordance with the principle of Senate Bill 246, that the individual states shall make the decisions as to whether non-public schools shall be eligible for federal aid and as to the kinds of services that shall be covered by federal grants;

(3) To provide that at least 75 per cent of funds appropriated go directly for teachers' salaries; and

(4) To provide at least \$3 billion in federal funds over a period of five years for a comprehensive, nation-wide school building program;

(5) To apply the full benefits of this program and the legislation above recommended to Puerto Rico as an integral part of the American economic unit.

## Science Meetings Will Be Held

A two-weeks series of science meetings will be held throughout the State, March 20-31, it is announced by J. Henry Highsmith, Director Division of Instructional Service, State Department of Public Instruction.

The purpose of these meetings, Dr. Highsmith states, is to discuss the teaching of science in elementary and secondary schools. Dr. Donald G. Decker of Colorado State Teachers College will lead the discussions.

Meetings, scheduled for the afternoon in each instance from 2:00 to 4:00 p.m., will be held as follows:

Monday, March 20	Elizabeth City—S. L. Sheep School
Tuesday, March 21	Goldsboro—William Street School
Wednesday, March 22	Lumberton—Lumberton High School
Thursday, March 23	Sanford—St. Clair Elementary School
Friday, March 24	Gastonia—Clay Street Junior High School
Monday, March 27	Bryson City—Bryson City School
Tuesday, March 28	Morganton—Junior High School
Wednesday, March 29	North Wilkesboro—North Wilkesboro School
Thursday, March 30	Lexington—Lexington High School
Friday, March 31	Oxford—Oxford High School

## ELEVEN COMMANDMENTS FOR TEACHERS

(Reprinted from the Indiana Teacher, via Nebraska Education News)

- I. Thou shalt have interest outside thy classroom.
- II. Thou shalt not attempt to make graven images of thy students, for lo they are not stone, but flesh, and heir to the wriggings and whisperings thereto.
- III. Thou shalt not cry out in a loud voice unto them, for the voice of wrath is alien to the spirit of learning, and thy students will respect thee not if thou callest their names in vain.
- IV. Remember thy week ends and thy vacations, for in times of stress the thought of them will give thee comfort.
- V. Honor thy students and believe in them, for they have great need of thee, whatsoever their actions; and verily thou must hold strong this faith when the spithalls fly unto thee and the unruly grow wild.
- VI. Thou shalt not kill in any way, even the smallest, the curiosity of a little child, yea tho it seem often the curiosity of a cat and never-ending.
- VII. Thou shalt not suffer any unkindness of thought or action to enter the door of thy classroom.
- VIII. Thou shalt not steal time from thine own hours of leisure by putting off work so long that it fitteth not its rightful schedule.
- IX. Thou shalt not bear witness to the ills and sorrows of thy students with a cold heart; verily thou canst not love them all, nor is it commanded, but to understand their problems and to say unto them, "Come, let us work together," that is the law of thy profession.
- X. Thou shalt not covet thy colleague's classroom, nor his equipment, nor his system, nor his degree, nor his personality, nor anything that is thy colleague's, but work out thine own salvation in fear and trembling.
- XI. Thou shalt not lose thy sense of humor, for verily without it thou art lost and doomed surely to beat out thy brains upon thy blackboard.

## UNESCO

To contribute to peace and security through international co-operation in education, science and culture is the purpose of UNESCO. "Wars begin," the preamble of UNESCO's constitution reminds us, "in the minds of men." UNESCO works to improve educational standards with special emphasis on international understanding, and, in less developed countries, on fundamental education. It promotes the free flow of ideas through a mass communication program. It helps to restore educational, scientific and cultural life to war-devastated countries. It promotes cultural activities through museums, libraries and publications. At the initiative of the Economic and Social Council, for instance, it has launched on a scheme for the translation of world classics. It studies prejudices and tensions which separate peoples and, in the field of natural sciences, it promotes collaboration between scientists.

## Office of Education Issues Curriculum Bulletin

How would you like to spend a day with a group of fourth graders in a modern elementary school?

You can, by reading a bulletin recently released by Federal Security Administrator Oscar R. Ewing. Titled "The Place of Subjects in the Curriculum" this bulletin, prepared in the Office of Education, describes a typical day with a fourth grade class.

Along with the story of what the children did, there is an explanation of what the experiences mean to the children, and suggestions on why they reacted as they did.

The bulletin is intended for "those who sincerely want to understand the nature of a modern elementary school program," says Dr. Bess Goodykoontz, Associate Commissioner of Education, in her foreword.

The authors feel that "it is much more real to a child to think of a problem rather than a subject, and that is what the modern school tries to help him do through practical experiences for which he sees a need and a purpose."

The bulletin stresses the importance of suitable physical surroundings for work and play, appropriate decorations in the school rooms, and of pupil-teacher cooperation in planning activities and taking care of the household chores in the classroom.

Copies of this Office of Education Bulletin 1949 No. 12, are for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. for 15 cents.



## Board Approves Nearly \$1.5 Million for Buildings

Nearly \$1.5 million more for the State's school building program was approved by the State Board of Education at its February meeting.

These February approvals, totaling \$1,459,379.60, plus projects previously approved by the Board equals \$7,362,773.35, approximately one-seventh of the \$50,000,000 made available by the 1951 General Assembly for school construction.

Amount of projects approved in February according to race were: white schools \$1,013,023.59; Negro schools \$343,262.81; and Indian \$103,093.20.

Schools to which February grants were made are as follows: Graham \$11,896.93; Burlington \$240,880.20; Val-dese \$14,100.00; Cleveland Training \$141,385.88; Whiteside \$54,500.00; Sunnyside \$16,000.00; Hope Mills \$40,000.00; Long Hill \$18,000.00; E. K. Pawe (Durham) \$79,614.20; Bessemer \$85,000; Jesse Wharton (Guilford) \$65,000.00; Roanoke Rapids \$95,251.12; P. W. Moore (Elizabeth City) \$140,000.00; Person High \$50,000.00; Roxboro \$78,181.52; Ashpole (Robeson) \$103,093.20; and St. Pauls \$226,496.55.

## Daniels Favors Prompt Passage Federal Aid Bill

"Federal aid is needed this year, and it should be granted by prompt passage in the House of the Senate bill which leaves the status of parochial schools for later determination."

This is what Jonathan Daniels, editor, Raleigh *News and Observer*, said in a statement released with statements from four Congressional leaders and another newspaper man in urging speeding enactment of legislation by Congress of the federal aid to education bill.

Others issuing favorable statements in support of the pending legislation were: Representative John J. Allen, Jr., (R., Calif.), Representative Carl D. Perkins (D., Ky.), Senator Robert A. Taft (R., Ohio), Senator Elbert D. Thomas (D., Utah), and Palmer Hogg, Editor and publisher, Denver Post, Colo.

Daniels in his statement also said: "The church and state question which delayed action in the last session is older than the government of the United States. The question needs to be settled; but to delay action until it is settled is grossly unfair to a generation of children, who today are receiving a substandard education."

## ACEI To Hold Conference in Asheville April 9-14

The 1950 Study Conference of The Association for Childhood Education International will be held in Asheville, April 9-14. It is announced. Headquarters will be in the Municipal Auditorium.

Theme for this year's meeting is "Using what we know for children in the school, the home, the community." In addition to the general sessions of the Conference, thirty-one study classes in the various fields relating to child development will be conducted. Meetings are open to both members and non-members of the Association. Reservations should be made before April 1.

In a letter to county and city superintendents regarding this Conference, State Superintendent Clyde A. Erwin called attention to its importance and urged teachers who could to attend the Conference. "I hope that you will be as cooperative as possible," he stated, "in seeing that your school system is well represented."

## Ford Sponsors Industrial Arts Awards Program

Ford Motor Company announced recently that it will sponsor a national industrial arts awards program for high school students.

The new Ford program will be a continuation of the Industrial Arts Awards originated three years ago by Scholastic Magazine and will be known as "Ford Motor Company Industrial Arts Awards."

Cash Awards for outstanding workmanship and design will be increased over those presented in previous years, the company announced.

The awards will be made by divisions including wood work, metal work, mechanical drawing, printing, model making, plastics, machine shop and electrical work.

Students in industrial arts and vocational classes in all schools, from grades seven thru 12, may enter. Entries are regular class projects made in the school shops under supervision of an instructor.

While the awards program will be conducted along very much the same lines as in the past, details as to time and place of judging and display have not been worked out.

Rule books and other information will be available by addressing inquiries to Industrial Arts Awards, Ford Motor Company, 3000 Schaefer Road, Dearborn, Michigan.

## Mr. Phinney Dies

C. E. Phinney, junior auditor in the Division of Auditing and Accounting, State Board of Education, died February 1 at his home in Raleigh. Mr. Phinney had been with the Board for a number of years, having formerly been connected with the International Harvester Co.

A statement of appreciation of Mr. Phinney's faithful and valued services were made a part of the records of the Board.

## More Girls than Boys Enroll in High School

There were 17,479 more girls than boys enrolled in North Carolina's public high schools during 1948-49. The excess of girls over boys the year before was 17,356.

High school graduates numbered 28,685—12,411 boys and 16,274 girls. Enrollment in public high schools totaled 172,717—77,619 boys and 95,098 girls.

On a racial basis there were 132,051 white students and 40,666 Negroes. The white students were divided as follows: boys, 61,100; girls, 70,951. Negroes were: boys, 16,519; girls, 24,147.

Graduates on a racial basis were: white boys, 10,134; white girls, 12,758; Negro boys, 2,277; Negro girls, 3,516.

## Superintendents Asked to Request Next Year's Fuel

Requisition and other necessary forms for securing next year's fuel were recently furnished to all superintendents by C. W. Blanchard, Director Division of Plant Operation, State Board of Education.

In a letter to the heads of county and city schools, Mr. Blanchard urged that requisitions for coal be returned as quickly as possible. Requisitions for wood may be returned later.

## Distributive Clubs To Meet in Asheville

The annual convention of the Distributive Education Clubs of America will be held in Asheville, April 16-19, it is announced by T. Carl Brown, State Supervisor of Distributive Education, Chairman of the Convention Committee.

All arrangements for the physical comfort and convenience of delegates have been made, Mr. Brown states, and the Program Committee has planned an entertaining and instructive program.

Headquarters of the convention will be at the George Vanderbilt Hotel.

# THE ATTORNEY GENERAL RULES

## Tort Liability of Local School Authorities; Injury to Person Using Athletic Fields, etc.

In reply to your inquiry: I acknowledge receipt of your letter enclosing a copy of a letter from Superintendent \_\_\_\_\_, of the \_\_\_\_\_ Public Schools, which reads in part as follows:

"To what extent is a school board member liable for his acts?

To what extent is he responsible for negligence?

Under what circumstances can he be sued?

Can he be insured against liability? If he can be insured, against what part of the budget shall the cost be charged?"

While Superintendent \_\_\_\_\_ does not state, I assume that he has reference to the tort liability of school commissioners, and I shall deal with this type of liability in answering his inquiries.

In dealing with the tort liability of school boards, and members of such board or commissions, I shall quote from a letter heretofore written on this subject:

"State, county, and city school boards are instrumentalities of the State and are not subject to suit for tort since the Legislature has not authorized suits against said boards. See *PRUDENTIAL INSURANCE CO. v. POWELL*, 217 N. C. 498; *CHEMICAL CO. v. BOARD OF EDUCATION*, 111 N. C. 135; *GRANVILLE COUNTY BOARD OF EDUCATION v. STATE BOARD OF EDUCATION*, 106 N. C. 81. In view of the holdings in these cases, I am of the opinion that neither the County Board of Education or the Board of Trustees of the City Administrative Unit is liable for or may pay damages for, including medical expenses, injuries sustained by pupils of the school participating in athletic events sponsored by the school."

"The general rule as to the personal liability of public officers for an injury caused by their official acts is that such liability will attach when the cause of action is based on failure to perform or the negligent performance of a ministerial duty, but when the duty is discretionary, the officer's conduct must be corrupt and malicious if there is to be any liability. *BETTS v. JONES*, 203 N. C. 590; *MOFFITT v. DAVIS*, 205 N. C. 565."

"As to the question of the assumption of liability for damages to persons and property of persons participating and attending games to be held in this building, you are advised that this is a very controversial question, and the courts do not agree as to the liability or non-

liability of the school authorities in such matters. It should also be stated that I have been unable to find any authority or decision of the Supreme Court of North Carolina which is related to or would be controlling in a situation of this nature. I do not think that the members of the County Board of Education would be personally liable because in the absence of a showing of malice or corruption, a public official is not liable for torts or negligence committed in the performance of a discretionary duty. See *MOYE v. MCLAW-HORN*, 208 N. C. 812, 182 S. E. 493; See also *BETTS v. JONES*, 208 N. C. 410, 181 S. E. 334."

"As to the liability of the Board of Education, considering same separate and apart from a liability of the individual members, I think we will have to resort to the general law on the subject and cases decided by courts in other states. In a volume entitled "Legal Authority of the American Public School", by Weltzin, the general rule as to the non-liability of school authorities is stated as follows:

"School districts and boards are corporate bodies, not corporations proper, but merely quasi corporations. They are involuntarily created by the state legislatures in the execution of constitutional mandate for the single purpose of aiding the state in performance of the governmental function of furnishing a public education. States are immune from involuntary tort liability under the doctrine of sovereign immunity from suit. This same immunity extends to protect municipal corporations in their execution of governmental functions. This same immunity also extends to school corporations which are, therefore, seldom held liable in tort. The common-law rule on non-liability may be stated as follows:

"The school corporation as a branch or an agent of the state, engaged in the execution of the governmental function of furnishing education to the public, a duty involuntarily imposed upon it by the state, is in the absence of statute to the contrary, protected to the same extent as is the sovereign state from responsibility for its own torts or those of its servants, resulting either from misfeasance or non-feasance in the execution of its public duty."

"We know that under our public school system, the counties, cities and various units involved in school administration are acting as agencies of the State. See *BRIDGES vs. CHARLOTTE*, 221 N. C. 472, 479. As to whether or not a County Board of Education is engaged in a governmental activity when it allows a school to sponsor basketball games and other forms of school athletics, we have no decision to guide us in this State. In the case of *MOKO-*

*VICH vs. INDEPENDENT SCHOOL DISTRICT*, 225, N. W., (Minnesota) 292, the plaintiff was injured at a high school football game conducted by the school district. It was charged that the school district negligently used some unslacked lime to mark the lines of the football field, and the plaintiff, one of the players, was thrown to the ground, and his head and face forced into the lime so that the lime got into an eye and destroyed his eyesight. In holding that the school district was not liable for damages, the Supreme Court of Minnesota applied the general rule heretofore quoted that the school district was a governmental agency and was not liable for damages. The contention was made that since an admission was charged to see the game that the school district was engaged in a proprietary function as distinguished from a governmental function; and, therefore, the school district should be liable. In disposing of this question, the court said:

"It appears that a small charge was made for attendance at the football game. Is the defendant liable for this reason? It is well established in this state that a city or village, which operates an electric light or waterworks plant and sells current or water to private consumers, is liable for negligence is so far as it carries on such business for that purpose. But, as pointed out in the *Brantman Case*, this is based on the reasoning that, when a municipality takes over and operates a public utility, it is entering the field of private party operating under a franchise. We do not feel that the same rule should be extended to a public quasi corporation, such as a school district, which has no power to engage in any such business. Here there was a small incidental charge for admission of the public to the game. The fact of such charge being made would not appear sufficient to take the district out of its educational functions and convert its activity into one of a business or proprietary character. School districts may make incidental charges for other purposes. They may charge and receive tuition for non-resident pupils, buy and sell school books, receive rent for authorized uses of school buildings, and make other incidental charges. If the fact that such incidental charges are made places liability upon the district, then the rule of non-liability largely disappears."

In response to the inquiries in the last paragraph of Superintendent \_\_\_\_\_ letter, I wish to say that I know of no statutory authority to provide liability insurance covering public school officials nor patrons who may visit the school premises but I do find in the latter portion of G.S. 115-355 "That the tax levying authorities in any county

(Continued on page 16)

## 5 Years Ago

(N. C. Public School Bulletin, March, 1945)

Senator Clyde R. Hoey issued a statement recently in which he declared that he favors the Federal aid to education bill now before Congress as long as the provision forbidding the Federal government to regulate or control the state school systems remains in the bill.

A. E. Manley, Inspector of Negro High Schools, has been granted a year's leave of absence to study at Stanford University.

State Superintendent Erwin has been honored by being one of nine educators asked to write the 1947 Yearbook of the American Association of School Administration.

A total of \$44,773,368.66 was spent during 1943-44 for the operation of the public schools, it was learned from a recent compilation of expenditures in the various administrative units.

## 10 Years Ago

(N. C. Public School Bulletin, March, 1940)

The first printing of the new Cumulative Record form (folder) devised by a committee appointed by Superintendent Erwin last fall has been sent out as samples to the superintendents of the State for criticism.

More than 500 children from two to five years old were enrolled in eleven white and seven Negro WPA nursery schools, it was recently announced by the Education Division of the State WPA.

### EDUCATIONAL HIGHLIGHTS

Average Teacher Has Had 3% Years of College Work—Washington News, January 29.

Pensions Study Made on State—Raleigh News and Observer, February 2.

Commission to Test Eyesight—Marion News, February 1.

3,500 Negro Teachers Convene Here for Session in March—Fayetteville Observer, February 1.

43,037 Lunches Served to Children in Wilkes—Greensboro News, February 3.

School Men Hear Additional Year Discussed Here—Whiteville News Reporter, January 29.

Teachers Hold Bag in Snowy Weather (Editorial)—Raleigh Times, February 1.

Vocational Teachers Holding Conference—Raleigh News and Observer, January 31.

Teachers Body Plans Meeting—Durham Sun, January 31.

Some Schools Open, Others Delay Starting Up Again—Morganton News-Herald, January 30.



## The Attorney General Rules

(Continued from page 15)

administrative unit may levy taxes to provide necessary funds for \_\_\_\_\_ and accident insurance for school children transported by school bus."

I am sure that Superintendent \_\_\_\_\_ will appreciate the fact that my answer is necessarily general since I would not feel justified in expressing a definite opinion on any particular situation unless I knew all of the facts involved in the particular case.—Attorney General, January 20, 1950.

## Appointment of Principals and Teachers in City Administrative Units

In reply to your inquiry: I have your letter of January 9th in which you state that you do not find in our school law a specific plan for the election of Principals in the City Administrative Units and you inquire as to whether or not the approval of both the City Board of Trustees and the Superintendent of City Schools is required to effect the election of a Principal. You also ask whether a Principal may be elected without the approval of the City Superintendent but with the approval of the City Board of Trustees or vice versa.

Your questions are answered. I believe, by the provisions of G.S. 115-353. The last paragraph of this Section reads as follows:

"At its first regular meeting in April or as soon thereafter as practicable, the board of trustees, or other governing board of a city administrative unit, shall elect principals, teachers, and other necessary employees of the schools within said unit on the recommendation of the city superintendent."

Apparently this provision of the Statute had escaped your attention.—Attorney General, January 11, 1950.

# MAKING TODAY'S NEWS

Greensboro. City school Superintendent B. L. Smith said today a number of school building windows have been shot out with air rifles since Christmas and called on parents to see to it that their children obey city and State laws concerning the use of such weapons.—Greensboro Record, January 13.

Caldwell. C. M. Abernethy of Lenoir has been nominated for the presidency of the North Carolina Education Association, it was learned here yesterday.—Winston-Salem Journal, January 17.

Thomasville. Thomasville high school will offer a course in automobile driving to its Juniors and Seniors, it was announced yesterday by School Superintendent G. H. Arnold.

Washington. A suit was entered in Federal district court at Washington Thursday of last week, contesting the plan of consolidating Negro high schools in Washington County as recently proposed by the county board of education and approved by the State Department of Public Instruction.

Charlotte. Thirty high school teachers and police officers will begin a course in driver education today which is being sponsored by Charlotte College, the State Department of Public Instruction, the Highway Safety Division and the American Automobile Association, January 16.

Winston-Salem. "New Services in the Winston-Salem Schools" were discussed by three school representatives yesterday at a meeting of the grammar grade division of the American Childhood Education at Wiley School.—Winston-Salem Journal, January 24.

Sampson. Approximately 1,500 men and women, representing all sections of Sampson County, gathered here Wednesday night of last week to hear Guy B. Phillips, Dean of the School of Education, University of North Carolina, explain the recommendations for reorganizing the school system of Sampson County.—Clinton Independent, January 26.

Greensboro. All Greensboro schools except Terra Cotta and Edgeville have received State Accreditation, Superintendent B. L. Smith announced today.—Greensboro Record, January 25.



## NORTH CAROLINA PUBLIC SCHOOL

## BULLETIN

Published Monthly by the State Department of Public Instruction

APRIL, 1950

RALEIGH, NORTH CAROLINA

VOL. XIV, NO. 8

## BOARD APPROVES MORE SCHOOL PROJECTS

New school projects to cost \$1,144,243.58 were approved by the State Board of Education at its March 3 meeting.

Funds for the construction of these projects were allotted from the State School Plant Construction, Improvement and Repair Fund. The total approved at this meeting included projects for white pupils to cost \$704,854.50 and for Negroes to cost \$439,389.08.

March approvals make a grand total of \$8,564,482.23 worth of projects that have been approved by the Board out of the \$50 million made available by the 1949 General Assembly for school construction.

Projects approved in March were as follows:

Administrative Unit	Project	Description	Race	Amount
Fayetteville	Ramsey St. Elem.	New Building	W	\$ 53,529.26
Currituck	North St. Elem.	New Building	N	150,000.00
Thomasville	Wm. T. Griggs	Heating-gym	W	1,500.00
	Church Street	Classrooms, Lunchroom	N	59,460.45
	Kerns Street	Lunchroom	W	25,586.40
	Colonial Drive	Lunchroom	W	36,122.00
Duplin	Rose Hill	Lunchroom	W	16,804.20
	Warsaw Elem.	Lunchroom	W	16,548.00
	Chinquapin	8 Classrooms, Library,		
		Home E. C. Room, Shop	W	49,061.25
	B. F. Grady	Classrooms, Shop	W	54,128.55
	Douglas High	8 Classrooms	N	91,057.05
Canton	Reynolds	Equipment	N	1,234.10
Statesville	West Statesville			
	Elementary	New Building	W	130,651.79
Lincoln	Howard's Creek	Heating	W	9,975.00
	North Brook #3	Heating	W	4,084.50
	Rock Springs	Heating	W	3,863.55
Pasquotank	Elementary	New Building	N	137,637.48
Person	Bethel Hill	Classrooms, Auditorium	W	10,000.00
Transylvania	Rosman	8 Classrooms, Lunchroom		
		Heating, Equipment	W	70,000.00
Raleigh	Oberlin Rd. Elem.	New Building	W	223,000.00
Grand Total				\$1,144,243.58

Rocky Mount Has Class  
for Speech Correction

Rocky Mount children from pre-school age to high school are enrolled in speech therapy classes.

These classes began this year with the employment of Betty McClure of Shelby. Children are taught how to avoid sound substitutions and sound omissions. Articulation classes are in the majority. The students are also taught how to relax.

Various tongue exercises are held in order to put sluggish muscles to work. Games are played that use the various sounds the pupils are learning. Stuttering is given special attention.

Hertford Names  
New Superintendent

R. P. Martin, principal of the Windsor High School, Bertie County, has been named superintendent of Hertford County Schools.

Mr. Martin succeeds the late J. Robert Brown, who had served as Hertford's superintendent since 1927. He is a native of Martin County and a graduate of Duke University. He gained his M.A. degree from Wake Forest College in 1947. He has had a number of years as principal in his native county and one year as principal of the Seaboard, Northampton County, School before entering the Armed services.

University Will Conduct  
Intergroup Workshop  
Relations

The Fourth Annual Program in Intergroup Education, a workshop for teachers and community workers, will be conducted during the Second Summer Session, July 21-August 29, of the University. It is announced by Gordon W. Blackwell, Director Institute for Research in Social Sciences.

Director of the workshop will be Dr. Rupert C. Koeninger, Head, Department of Sociology, Sam Houston State Teachers College, Harrisville, Texas. Dr. Koeninger will be assisted by Helen L. Macon, teacher of social studies, Central High School, Charlotte, and W. D. Amis, graduate assistant, U.N.C.

Under seminar procedure, individual and group exploration will be supplemented by lectures by the director and seven consultants. Attention will be focused on the particular needs and problems of participants in applying social science principles to the understanding and adjustment of intergroup problems with their own occupational and community situations.

The seminar is limited to 40 persons, who have a bachelor's degree with some work in sociology or cultural anthropology. A limited number of fellowships will be available.

For application blanks or further information, write Chairman, Department of Sociology and Anthropology, Box 1171, Chapel Hill, or to one of the regional offices of the National Conference of Christians and Jews with whose cooperation the workshop is planned.

## FEATURES

	Page
Board Approves More School Projects .....	1
Superintendent Erwin Says .....	2
Citation of Arch Turner Allen to Hall of Fame .....	12
The Attorney General Rules .....	15
Looking Back .....	16

# Superintendent Erwin Says . . .

OVER one-half of the 172 administrative units in North Carolina have had their long-range school programs approved by the State Board of Education. There are ninety-five units ready to use the money allotted by the State Board of Education from the School Plant Construction, Improvement and Repair Fund. In addition to these units, six have had part of their plan approved—the Negro plan in each of these cases. Four units have had only emergency projects approved.

Before approval, many administrative units request that their schools be surveyed so that the best possible facilities may be offered to the children. Thus far, sixty-seven of these surveys have been made by men chosen from the State Review Panel, which is made up of superintendents, men from the various colleges and universities in the field of education, and laymen, besides members of the staff of the State Department of Public Instruction. Twenty consultations have been held with county boards of education by members of the Division of Surveys and the State Review Panel.

After approval of the long-range school plan by the State Board of Education, the ultimate goal of the entire building program—the construction of the best possible facilities for the student—is reached. The money for the completion of each project is set up. In the first eight months of the building program, \$11,228,613.99 has been approved by the State Board of Education for the building of modern school plants in the State of North Carolina. The program is gaining momentum with the passing of each month and by next September children will begin to benefit from the use of modern up-to-date buildings which are a part of the most unique building program ever attempted by any state.

## NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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**CLYDE A. ERWIN**  
State Supt. of Public Instruction

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April, 1950

**EDITOR**  
**L. H. JOBE**  
Director, Division of Publications



# *Ye Editor Comments . . .*

## *What Federal Aid Will Mean To Our State*

One reason why the educational forces of North Carolina are for the Senate Federal-aid-to-Schools bill, passed last year and now pending in a House committee, is that this bill would add approximately \$22 million to present appropriations for public schools in our State. This additional money would enable North Carolina to improve its educational system in a number of specific ways:

1. Salaries of teachers could be raised to the \$2,400—\$4,000 schedule which was recommended to the 1949 General Assembly by the State Education Commission, the State Board of Education and the United Forces for Education. This schedule would aid considerably in retaining our best teachers, in recruiting enough teachers for annual replacements necessary, and in reducing the teacher load. Under the present building program, there will be more classrooms in which new classes and teachers may be housed. And increased birth-rates also indicate a need for many more teachers in North Carolina in the years ahead.

Our present teaching force, according to a study recently made by the Council of State Governments, ranks seventh from the top in percentage holding B. A. degrees or higher. To hold these teachers in the profession a high salary schedule is needed.

2. Federal aid would enable us more nearly to fill the need for instructional supplies. A good teacher is a first in a classroom, but unless that good teacher has the necessary tools with which to work she cannot do a good job. There is need in our public schools for more library books and materials, supplementary reading materials, maps, globes, art supplies of various kinds, audio-visual aids, many of which cannot be purchased under our present budget. Federal aid would help us increase these tools of knowledge where they are needed most.

3. Federal aid would make it possible for the State to pay other school personnel a decent wage, such as janitors and maids. And we could get better service than can be obtained at present in many schools, where no janitors are employed and where school rooms are not kept in decent condition.

4. With Federal aid we could also strengthen and expand the services rendered on the State level. There are a number of areas where additional services provided on the State level would greatly improve the North Carolina public school program. One of these is attendance. And closer supervision by the addition of more elementary supervisors for both white and Negro schools is another.

During the past 15 years North Carolina has been struggling to furnish adequate financial support to its schools. The appropriation from State funds has increased during this period from \$16 to \$90 millions a year. This has been done as a result of great effort on the part of citizens and taxpayers. At the same time this State has poured enormous amounts into the Federal treasury. Federal aid to education would mean a return of some of these funds for the benefit of \$65,000 children of the State.

The people of North Carolina spent in 1947-48 a total of 2.6 per cent of their income on public education. That was more than the national average, which was only 2.3 per cent. But in spite of our efforts, we stood fifth from the bottom in State income per pupil in average daily attendance. We stood seventh from the bottom in current expense per pupil in average daily attendance. We stood fifteenth from the bottom in average annual salaries paid teachers.

If this State is to hold its present level of education by retention of a well-trained teaching personnel, recruit necessary new teachers to take care of increased enrollments, replace those who leave the profession, further reduce the teacher load, and at the same time keep pace with national trends in the provision of educational opportunities, then Federal aid is imperative. We cannot continue to make the progress that will be necessary on our own steam and financial resources.

It was because they appreciated the great need for Federal aid in their own State that both United States Senators from North Carolina voted for the Senate bill last year. And if that bill ever comes to a vote in the House, we are confident that a similar appreciation of what Federal aid will mean to North Carolina's public school system will impel our State delegation in the House also to vote for the Senate measure. Winston-Salem Journal and Sentinel, February 12, 1950.



## LIBRARIES AND TEACHERS MAY GET PAMPHLETS

The following pamphlets, published by the State Department of Archives and History, are available to school libraries and teachers of North Carolina history upon application. This material will not be sent to school children.

North Carolina in the War of Independence, address by Angus Wilton McLean, Governor of North Carolina, Valley Forge, June 17, 1926. Pp. 16. The History of the Great Seal of the State of North Carolina. 1943. Pp. 40. Illustrated.

Money Problems of Early Tar Heels. (Second edition) 1945. Pp. 14. Illustrated.

The Wildcat Division. 1945. Pp. 12. Illustrated.

Thomas Jordan Jarvis. 1945. Pp. 9. Illustrated.

Tar Heel Tales. 1946. Pp. 34. Illustrated.

Tryon's Palace, North Carolina's First State Capitol. 1945 (second printing) 1947. Pp. 18. Illustrated.

Publications of the North Carolina Historical Commission, from its organization in 1903 through June 30, 1942. Pp. 12.

Materials in the Archives of the North Carolina Historical Commission. 1943. Pp. 25.

Guide to North Carolina Historical Highway Markers. 1939 (second edition, 1940). Pp. 43. (third edition; 1949). Pp. 88. Illustrated.

How North Carolina State Department of Archives and History Serves the Public. Pp. 4. Illustrated.

The Hall of History (North Carolina's Historical Museum). Pp. 4. Illustrated.

The Silversmiths of North Carolina. By George Barton Cutten. 1948. Pp. 93. Illustrated.

Explorations, Descriptions, and Attempted Settlements of Carolina, 1584-1590. Edited by David Leroy Corbitt. 1949. Pp. 136. Illustrated.

Chart showing origin of North Carolina Counties. By D. L. Corbitt and L. Polk Denmark. 1940. P. 1.

The War of the Regulation and the Battle of Alamance May 16, 1771. By William S. Powell. 1949. Pp. 32. Map. Illustrated.

The Hall of History. By Joy E. Jordan. 1949. Pp. 24. Illustrated.

Mail request to D. L. Corbitt, Head, Division of Publications, State Department of Archives and History, Box 1881, Raleigh, North Carolina.

## Brown Urges Inspection of Exhaust Systems

County superintendents have been urged to see that bus mechanics make continuous inspection of the exhaust system of each school bus by C. C. Brown, Director, Division of Transportation, State Board of Education, in a recent letter.

"Your mechanics," Mr. Brown stated, "should be instructed to see that every bus is equipped at once with a tail pipe that extends beyond the rear of the body."

Mr. Brown also called attention to the habit in some schools of the driver or pupils in stopping up the exhaust roof ventilators with paper, rags, or other materials. "This is dangerous!", he said. "These ventilators were installed to provide a frequent change of air in the buses and under no circumstances should they be made inoperative. This practice should be called to the attention of your principals who should discuss this with all bus drivers and arrange to have each teacher discuss it with the pupils in her room."

## Minnesota University Announces Scholarships

The University of Minnesota announces that scholarship awards up to \$500 per year are available to high school graduates and college students for study in milling engineering from funds provided by the Flour Milling and Grain Processing Industry.

For information and application forms, write to Dean A. F. Spilhaus, Institute of Technology, University of Minnesota, Minneapolis 14, Minnesota. Applications for the academic year 1950-51 should be filed by May 1, 1950.

## Japanese Boys Want Pen Pals

Two Japanese boys have recently requested the names of North Carolina boys and girls with whom they would like to become "pen pals."

They are as follows:

Shigenki Mabuchi, 112 Owaricho, Hamamatsu City, Shizuoka Prefecture, Japan; Katsuhiko Miwa Jinde, Hogawa-mura, Hamana-gun, Shizuoka Prefecture, Japan.

## Canadian Schools Use Radio

Some 6,594 Canadian schools, totaling 20,146 classes, are equipped with radios. The estimated number of pupils listening to school broadcasts in 1948-49 was 429,087. The Department of Education provided schools with \$92,040 to help them install receivers.

## LIFE to Issue Filmstrips

LIFE Magazine announces a new educational service. The first of a series of filmstrips in color, based on their researches for LIFE's History of Western Culture articles, and other major essays in science and social history, has already been issued. Full use will also be made of the numerous published and unpublished color transparencies by means of which LIFE's color photographers are recording the world's great masterpieces of art, architecture and archeology.

Three of the first filmstrips to be released are *The Middle Ages*, *Heritage of the Maya and Giotto's Frescoes of the Life of Christ*, from the Arena Chapel in Padua. For these, LIFE's editors have called upon the resources of American collections of art to augment their own documentation of European collections, and the result is a brilliant synthesis of visual material which is not only colorful to the highest degree but scholarly as well.

A fourth filmstrip, *The Atom*, also in color, will be released at the same time. *The Atom* is based on the article by that name which appeared in LIFE last spring, and like the article, was prepared in collaboration with Professor William Havens of the Physics Department of Columbia University.

*The Middle Ages* was prepared with the help of Mr. Lamont Moore, Associate Director of the Yale University Gallery, and with the cooperation of the Pierpont Morgan Library and The Metropolitan Museum of Art. Giotto's great frescoes were photographed in color last year by LIFE Photographer Fernand Bourges, for the Christmas issue of LIFE.

LIFE Filmstrips contain an average of 50 frames, and sell for \$4.50. Extensive Lecture Notes accompany each subject. Since filmstrips, no less than any other means of instruction, must be carefully wrought to be effective, the editors of LIFE intend to produce only a limited number each year to assure the time necessary to create filmstrips of exceptional quality. Further information may be acquired by writing for the descriptive booklet to LIFE Filmstrips, TIME and LIFE Building, 9 Rockefeller Plaza, New York 20.

## Ford Motors Will Make Industrial Arts Awards

The Ford Motor Company recently announced 504 cash awards and 8 all-expense trips to Detroit and Dearborn for student winners in Ford's 1950 Industrial Arts Awards program.

For the first time, teachers will be included in the Awards. The 8 all-expense trips to Detroit will be duplicated for the teachers whose students win special achievement awards.

Any junior or senior high school student is eligible to submit projects made in a regular school shop or drawing course. Judging will be done by experts in the industrial arts and vocational education fields at the 1950 Industrial Arts Awards Fair to be held at Chicago Museum of Science and Industry, August 7, to October 14. The program has the approval of the National Association of Secondary-School Principals.

Cash awards of \$100 for first, \$50 for second, \$25 for third and \$10 for six honorable mentions will be given in each of 56 classifications and groups. Judging will be based on excellence of workmanship and design. The all-expense trips will be special awards for the entry representing the outstanding achievement in each of the 8 major divisions.

Awards will be made in the following divisions and classifications:

*Wrought Metal Division*—Wrought Copper and Brass, Wrought Aluminum, Wrought Iron.

*Patternmaking and Molding Division*—Patternmaking, Molding.

*Wood Division*—Furniture Making, Wood Turning.

*Electrical Division*—Radio, Electrical Devices.

*Drawing Division*—Working Drawings, Machine Drawings, Architectural Working Drawings, Architectural Presentation Drawings.

*Machine Shop Division*—Hand Tools, Machines and Machines Tools.

*Plastics Division*—Carving, Fabricating.

*Printing Division*—Single Impression Letter Press Printing, Letter Press Printing in Two or More Colors.

In order that older students will not have undue advantage, entries will be judged in groups according to the grade level of the student submitting the projects. Group I is for students in the seventh and eighth grades; Groups II and III for students in the ninth and tenth, and eleventh and twelfth grades, respectively, who do not spend more than 10 hours per week in industrial arts. Group IV is for students

## UNESCO REPORTS 21,751 SCHOLARSHIPS

A total of 21,751 opportunities for foreign study, observation and research are reported in a new edition of UNESCO's international handbook, "Study Abroad."

The edition, Volume II in a series published annually by the United Nations Educational, Scientific and Cultural Organization, lists one-third more grants than its predecessor and offers the clearest picture yet presented in the field of educational exchange.

The list of fellowships, scholarships and grants-in-aid, classified according to the country of origin, credits the United States with 5096 awards made through private and governmental sources—emphasizing this country's role both as a "host" nation and in providing the means of sending its citizens abroad. Fifty-two other nations and 23 terri-

ories also are represented.

The current study contains an extensive survey of the teacher exchange program participated in by 3,000 teachers in 18 countries, and relates the growth in exchanges whereby workers have visited other lands for vocational purposes. In other sections, "Study Abroad" describes the work of 180 national and international organizations sponsoring educational exchanges of young people.

Each study opportunity is listed separately in the handbook. The 275 pages of tables give the awarding agency, the conditions and purpose of the grant, its value, where and when to send applications, and other pertinent information. Although data are included from countries on both sides of the "iron curtain," the U. S. S. R. is not listed among those furnishing information to UNESCO.

## Division Helps 142 Persons With Heart Ailments

During the past year, 142 North Carolina residents of working age afflicted with heart disorders were prepared for and placed in suitable jobs through the North Carolina Division of Vocational Rehabilitation. Director Charles H. Warren announced recently.

"These 142 men and women are now successfully employed in spite of their physical handicaps because through the Division of Vocational Rehabilitation they received the necessary services, including vocational counsel and guidance, job training, and placement in the right job," Mr. Warren stated. "Each one of them was trained for work that was medically approved, and was placed on a job which suited his abilities and interests."

The North Carolina Division of Vocational Rehabilitation provides rehabilitation services to eligible disabled civilians regardless of the type of disability. Persons with heart disorders constitute about 16 per cent of those receiving services.

"The rehabilitation of these men and women with heart disease represents a significant profit to themselves and to their communities," Mr. Warren declared. "Of the 142, only 8 were working at the time they applied for rehabilitation and they were in danger of losing their jobs because of their disability, were in temporary or part-time jobs, were in jobs which constituted hazards to themselves or their fellow workers, or were otherwise unsuitably employed. Before rehabilitation, the combined annual income of the group was \$4,743.52. After rehabilitation, it rose to a rate of \$295,064.64 a year."

in technical and vocational trade and industrial schools who spend more than 10 hours per week in courses related to the entries which they submit.

The company said the entries should be sent directly to the Museum of Science and Industry, Chicago, not earlier than May 20 and not later than June 20.

Rules booklets and entry blanks can be obtained by writing to Industrial Arts Awards, Ford Motor Company, 3000 Schaefer Road, Dearborn, Michigan. A limited number of 35 mm. color slide films showing 1949 exhibits and award-winners are available to teachers without cost on request.

## Schools May Get Loans for Planning Buildings

Federal funds on a loan basis are available under the provisions of Public Law 685 to prepare drawings and specifications for school buildings. Under this law North Carolina schools may borrow up to \$484,697.

Administrative officials of this State should apply directly to Oliver T. Ray, General Services Administration, 114 Marietta St., N. W., Atlanta 3, Georgia. Loans are available for planning, blueprinting and specification stages of proposed school construction. These loans are to be returned into the U. S. Treasury when building work is started. No funds are provided for construction.

Projects for which the GSA approves planning loans must conform to an overall state, local, or regional plan. A 25 per cent advance of the planning loan is available where an application is approved. The balance is loaned when the plans are completed.

## Hertford Superintendent Dies

J. R. Brown, Superintendent of Hertford County Schools, died suddenly of a heart attack at his home in Winton on February 13.

Mr. Brown was a native of Hertford County. He graduated from Guilford College and attended the University of North Carolina and Columbia University. He had been superintendent of Hertford County since 1927.

## Awards Will Be Made in Driver Education

States that meet fixed high standards of achievement in driver education will be awarded a bronze plaque by the Association of Casualty and Surety Companies. It was announced recently by Julien H. Harvey, Safety Specialist and Manager of the Association's accident prevention department.

The awards, which are determined entirely by an impartial board of judges, consisting of nationally prominent educators, safety specialists and state officials, are made on the following basis:

**Meritorious Awards**—Granted to states having a full course of driver education in 25 percent of the secondary schools and having enrolled therein not less than 25 percent of their eligible students.

**Superior Awards**—Granted to states having a full course of driver education in 50 percent of their secondary schools and having enrolled therein not less than 50 percent of their eligible students.

**Special Awards**—Granted to states maintaining standards higher than those set for the meritorious award but not equal to those of the superior classification.

**Excellency of Achievement**—Granted to states for achievements attained in the development of a comprehensive state-wide high school driver education program. This award will be made at the discretion of the judges and will be based upon certain aspects of program development.

John C. Noe, Adviser in Safety Education of the State Department of Public Instruction, is promoting driver education in the high schools of the State as a step in improving the driving habits of the motoring public by training the State's future motorists. "Lessons in how to drive at the proper time," Mr. Noe states, "will increase safety in the streets and highways. The proper time, of course, is just before the legal driving age, or when most prospective drivers are in the high school classroom."

## BOARD APPROVES SUPPLEMENTARY TEXTBOOKS

Supplementary textbooks for use in the public schools of the State were approved by the State board of Education at its regular meeting March 3.

These books were recommended for approval by a committee of the Department of Public Instruction headed by

J. Henry Highsmith, Director of Instructional Service. They were approved by the Board subject to satisfactory prices being obtained from the publishers.

Books approved, arranged by publisher, are as follows:

### SUPPLEMENTARY TEXTBOOKS

ALLYN AND BACON		Copy-right
AUTHOR	TITLE	Date Grade
Myrtle B. Quinlan	The Quinlan Readers:	1949 1
	Tots and Toys—Pre-Primer (Paper)	1949 1
	Winky—Pre-Primer (Paper)	1949 1
	Happy Days, Readiness Primer	1949 1
	Day By Day—Primer	1949 1
	To and Fro—First Reader	1950 1
	Faces and Places—Second Reader	1949 2
	Busy World—Third Reader	1949 3
Townsend	Our America	1949 5
Magruder	American Government in 1950	1950 12

### AMERICAN AUTOMOBILE ASSOCIATION

Helen Kandel and Others	Sportsmanlike Driving, Second Edition	1948 10, 11, 12
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### AMERICAN BOOK COMPANY

Buckley, White Adams and Silvenale	Road to Safety, Revised	
	Away We Go (Cloth)—A	1942 1
Betts and Welch	Down Singing River (Second Reader Level I)	1949 2
	Beyond Treasure Valley (Third Reader—Level I)	1949 3
Clifford	Yesterday in America	1949 5
Carpenter	Caribbean Lands	1950 7
Wilson, Wilson, Erb, Clucas	Out of the Past	1950 6
Hunter and Whitman	Doorways to Science	1947 9
Hunter and Hunter	Biology in Our Lives	1949 10
Whitman and Peck	Physics	1948 12
Bailey and Horn	English Handbook	1949 8, 12

### ASSOCIATION OF CASUALTY AND SURETY COMPANIES

	Man and the Motor Car	1949 H.S.
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### BECKLEY-CARDY COMPANY

Successful Living Series:		
S. E. Daw and Others	Busy Days (Cloth) Pre-Primer	1948
	Sharing Together	1949 3
	Ourselves and Others	1949 4
	Richer Living	1949 5

### THE BRUCE PUBLISHING COMPANY

Young	Rural Arithmetic	1949 8 & 9
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### DELMAR PUBLISHERS

The University of the State of New York	Shop Safety Education	1949 H.S.
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### FOLLETT PUBLISHING COMPANY

Social Studies Series:		
McIntire	Billy and His Family (Paper)	1949 1
Meyer-Hamer	New World and Its Growth	1948 5
Meyer-Gray-Hancock	Our American Neighbors	1949 7
Meyer-Hamer-Grisso	Old World and Its Gifts	1949 6
Gomez	Merry Songs	1949 1-4

### GUINN AND COMPANY

The Tieg-Adams Social Studies Series:		
Thomas	Stories About Linda and Lee	1949 1
	Stories About Sally	1949 2
	Your Town and Mine	1949 3
Mackenzie	Your People and Mine	1949 4
Ahrens-Bush-Easley	Living Chemistry, Revised	1949 11-12

### THE GREGG PUBLISHING COMPANY

Gregg, Leslie, Zoubek	Gregg Shorthand Manual Simplified	1949 11 or 12
Leslie and Zoubek	Gregg Shorthand Manual Simplified, Functional Method	1949 11 or 12
	Gregg Dictation Simplified	1949 11 or 12
	Gregg Transcription Simplified	1950 12
Gregg, Leslie, Zoubek	Gregg Speed Building Simplified	1949 12
	Word List of Gregg Shorthand	1949 11 or 12
	Phrases of Gregg Shorthand Simplified	1949 11 or 12
Smith, Bahr, Wilhelms	Your Personal Economics, An Introduction to Consumer Education, Second Edition	1949 H.S.

(Continued)



## HARCOURT, BRACE AND COMPANY, INC.

John Warriner	English Workshop:	
Lane, Goldman, Hunt	Handbook of English	1948 9 & 10
Zoe A. Thralls	The World's History	1947 10
	The World; Its Lands and Peoples	1948 H.S.

## HARPER & BROTHERS

Edited by James, Northcott and Shattuck	World Neighbors	1950 11 - 12
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## D. C. HEATH AND COMPANY

Reading For Interest Series:		
Witty and Others	Ned and Nancy (Paper)	1946 1
	Bigger and Bigger, Revised (Paper)	1946 1
	Little Lost Dog, Revised (Paper)	1946 1
History on the March Series:		
Nevins and Others	Pioneer Children of America	1950 5
	Leaders in Other Lands	1950 6
Conquest Literature Reading Skills:		
Norvell and Hovious	Book I	1946 7
	Book II	1947 8
	Book III	1947 9
Dumond, Dale and Wesley	History of United States	1948 11 - 12
Commager and Nevins	History of America	1949 H.S.
Barnes	General American Speech Sounds	1946 H.S.

## HOUGHTON MIFFLIN COMPANY

McKee, Harrison, McCowen and Lehr		
	Reading for Meaning:	
	Tip, Pre-Primer I (Paper)	1949 1
	Tip and Mitten, Pre-Primer II (Paper)	1949 1
	The Big Show, Pre-Primer III (Paper)	1949 1
	With Jack and Janet, Primer	1949 1
	Up and Away, First Reader	1949 1
	Come Along, Second Reader, Level I	1949 2
	On We Go, Second Reader, Level II	1949 2
	Looking Ahead, Third Reader, Level I	1950 3
Tales From The Four Winds:		
Fann Kissen	The Spray Ox	1948 4
	The Bag of Fire	1949 5
Riverside Social Studies Series:		
Canfield-Wilder	The Making of Modern America	1950 11 - 12

## INTERSTATE

Charles and Stuart	Commercial Poultry Farming	1949 H.S.
Marsden and Martin	Turkey Management	1949 H.S.
Hall and Mortenson	Farm Management Handbook	1948 H.S.
Bull and Carroll	Principles of Feeding Farm Animals	1949 H.S.

## J. B. LIPPINCOTT COMPANY

Smith-Trafton	Exploring Science	1946 7
	Enjoying Science	1946 8
Garris-Wolfe	Southern Horticulture Management	1949 H.S.
Henderson	Farm Enterprise Mechanics, Revised	1948 H.S.

## LYONS & CARNAHAN

Developmental Reading Series:		
Guy L. Bond and Others	Three of Us, Pre-Primer (Paper)	1949 1
	Play With Us, Pre-Primer (Paper)	1949 1
	Fun With Us, Pre-Primer (Paper)	1949 1
	Many Surprises, Primer	1949 1
	Happy Times, First Reader	1949 1
	Down Our Way, Second Reader	1949 2
	Just For Fun, Second Reader	1949 2
	Stories From Everywhere, Third Reader	1949 3
Rhoda Watkins and	Your Speech and Mine	1949 H.S.
Eda B. Frost	Experiences in Journalism	1950 H.S.
John R. Mulligan	Freedom's Frontier	1950 7
Ray Compton		

## McGRAW-HILL BOOK COMPANY

Finch et al	The Earth and Its Resources, 2nd ed.	1948 H.S.
Bloodish	Our Industrial Age	1949 11 - 12
Carson	How You Look and Dress	1949 9
Hurlock	Child Growth and Development	1949 11 - 12
McCullough	Illustrated Handbook of Simple Nursing	1949 H.S.

## PRENTICE-HALL, INC.

Kirk, Mumford, Quay	General Clerical Procedures	1945 11 - 12
Lasley, Mudd	The New Applied Mathematics	1945 H.S.
Marcus and Horton	Elements of Radio, Second Edition	1948 11 - 12

## RAND McNALLY & COMPANY

History Series:		
Cordier-Robert	History for the Beginner	1948 4
	History of Young America	1948 5
	History of World Peoples	1949 6

## ROW, PETERSON AND COMPANY

The New Alice and Jerry Books:		
O'Donnell and Others	Tip Along (Paper)	1947 1
	Under the Sky (Paper)	1947 1
	High on a Hill (Paper)	1947 1
	The Wishing Well	1947 1
	The New Down the River Road	1949 2
	Anything Can Happen	1940 1

(Continued on page 10)

## Department Officials

### Attend Atlantic City Meet

State Superintendent Erwin, Controller C. D. Douglas and his assistant A. C. Davis, C. C. Brown, Director Division of Transportation, J. E. Miller, Associate, Division of Instructional Service, J. E. Hunter, Director, Division Teacher Allotment and General Control, and J. G. McCracken, Director Division of Insurance, attended the annual meeting of the American Association of School Administrators, February 25-March 2 at Atlantic City.

In addition to these persons from the State office a number of county and city superintendents also attended this annual conference.

### School Administrators Will Hold Conference

The annual School Administrators Conference will be held at the University of North Carolina, Chapel Hill, from July 5 through July 8 under the direction of the School of Education in cooperation with the State Department of Public Instruction and the Division of Superintendents of the North Carolina Education Association.

The opening session will be Wednesday, July 5, at 8:00 p.m. in the Navy Armory. W. A. Early, Division Superintendent, Arlington County, Virginia, and former President of the National Conference of County and Rural Area Superintendents will give the opening address. Dr. Clyde A. Erwin, State Superintendent of Public Instruction, will address the members of the Conference on Saturday morning, July 8.

Thursday and Friday will be devoted to group study. There will be five areas of study in which members of the Conference may choose to work: (1) Administration of Fiscal Affairs, (2) Problems of Employed Personnel, (3) Administration of Pupil Personnel, (4) Management of the School Plant, and (5) Educational Leadership.

Administrators of the State have had an opportunity to list specific topics which they would like to have discussed under each of the areas.

John L. Cameron and W. F. Credle of the State Department of Public Instruction and a committee from the superintendents' organization consisting of Ray Lowder of Lincolnton, Charles Carroll of High Point, A. B. Gibson of Laurinburg, O. P. Johnson of Duplin County, and T. C. Roberson of Buncombe County are cooperating with Professor W. E. Rosenstengel of the School of Education in working out the program.

# 51,611 HIGH SCHOOL STUDENTS TAKE VOCATIONAL COURSES

EVENING, PART-TIME AND DAY-UNIT CLASSES ENROLL  
ADDITIONAL 32,897. TOTAL PROGRAM  
COST \$3,657,724.63.

Thirty per cent of North Carolina's high school enrollment took vocational courses—agriculture, home economics and trades and industries—tabulations for the year 1948-49 show.

In addition to these 51,611 boys and girls enrolled in the regular vocational program, there were 32,897 persons enrolled in evening, part-time and day-unit classes.

The cost of the total program excluding veterans' educational programs and the Federal Government program was \$3,657,724.63. Funds for support of this program were provided from the following sources: Federal \$947,574.84; State \$1,624,018.45; Local \$1,116,131.34.

## REGULAR PROGRAM

This program is a part of the public school system, and is limited to instruction in the high schools in the fields of (1) agriculture, (2) home economics, (3) distributive occupations (part-time) and (4) trade and industrial occupations. Under this program guidance services are also provided. And in addition, two separate programs for veterans are maintained—a farmer training program and a program of on-the-job training in various trades and occupations. The rehabilitation program is also an adult program providing services for the physically handicapped.

Also in this program is attention upon locating, defining and solving problems faced by young people and adults in (a) choosing an occupation, (b) preparing both personally and vocationally for an occupation, and (c) entering upon and progressing in an occupation. It is in the main concerned with those persons who will not pursue a college education.

had far reaching results. Some of these are the following:

1. In many communities it has greatly increased the popularity of the public school program, making the patrons feel that the school is teaching some thing having a practical value.

2. Boys and girls who had not particularly interested in academic subjects have been kept in school until they graduated. This has tended to increase the holding power of the public high schools.

3. In the county administrative units, where most of this instruction is offered, the public school tends more and more to become real community centers, in that teachers of these subjects are available for 10 and 12 months during the year and are thus more able to become leaders in community undertakings, such as exhibits, fairs, and other meetings.

4. As a result of the activities of vocational departments, which are carried on through a close school-home or school-farm relationship, the practices of farming and the living conditions in the homes have been improved greatly.

5. The earning power of students taking vocational work has been increased. Persons enrolled in vocational agriculture read manual as well as academic work.

6. Students taking trade and industrial subjects are employed by industrial organizations before those not having had training in such subjects.

7. The evening classes provide a means whereby persons already employed or engaged in agricultural work may get further class instruction while on the job and thus increase their opportunities for advancement.

## GUIDANCE SERVICES

As vocational offerings increase, the opportunities and responsibilities for guidance increase. However, the guidance program covers the entire school

disabled persons were rehabilitated under this program. These persons earned an average of \$41.92 after rehabilitation. After rehabilitation they earned an average of \$2,077.92 annually in a suitable and safe job.

## VETERANS' PROGRAM

1. *Veterans' Farmer Training Program.* Training for veterans of World War II is offered in high schools having vocational agriculture departments. Instruction is based upon the type of farming most profitable in the area and the skills needed in carrying out the individual farm plans. Farm management, farm mechanics, crop and livestock production, and soil conservation are the main units of instruction given.

2. *Veterans' Related Training Program.* On-the-job training for veterans of World War II is offered in applied trade, industry, construction or publishing. This training is given in evening high school classes and operate at least 144 hours per year. Under this program many veterans are also given training of a pre-employment nature. Costs are borne by the Veterans Administration. Trades included under this program are: auto mechanics, bricklaying, carpentry, cabinet making, metal working, woodworking, radio repairing, electric wiring (house), photography, welding, machine shop, tailoring, business education, watch repairing, sheet metal working, refrigeration repairing, plumbing, painting, textiles, and shoe repairing.

A Veterans Education Committee, working within the framework of the Vocational Education Program, has charge of the approval and inspection of on-the-job training agencies.

## SCHOOL LUNCH PROGRAM

The School Lunch Program was launched in 1943. Details of the Program were shown in the January number of this publication. As stated in





## NEA Secretary Lists Education Needs

Here are the outstanding needs in American education, according to Willard E. Givens, Executive Secretary of the National Education Association:

- To teach the arts of peace.
- To emphasize basic skills in thinking—reading, listening, observing.
- To analyze facts.
- To teach real life.
- To serve *all* the children.
- To provide complete education from early childhood to late adulthood.
- To improve school support.
- To make teacher salaries attractive.
- To improve public relations and promote greater public appreciation of education
- To improve human relations.
- To provide more adequate school plants and facilities.

## Board Increases Insurance Staff

Fred C. Miller, State College graduate, Class of 1949, has been employed by the State Board of Education as a building engineer for the Division of Insurance. It was recently announced by C. D. Douglas, Controller.

"Mr. Miller will inspect school buildings which are insured with the State Board of Education," Mr. Douglas stated. "As the law indicates, his inspections shall be the basis for offering such engineering advice as may be thought necessary to safeguard the children in the public schools from death and injury from school fires or explosions and to protect school properties from loss."

The Division of Insurance was authorized by the General Assembly of 1949. It is headed by J. G. McCracken. According to Mr. McCracken, 67 of the 172 units are now insured with State coverage. They are as follows: *Counties*—Beaufort, Bertie, Brunswick, Buncombe, Burke, Camden, Cherokee, Columbus, Davie, Duplin, Franklin, Gates, Graham, Greene, Harnett, Haywood, Hoke, Hyde, Jackson, Johnston, Jones, Lenoir, Lincoln, Macon, Madison, Martin, Mitchell, Montgomery, Moore, Nash, Northampton, Onslow, Orange, Polk, Randolph, Rowan, Sampson, Scotland, Surry, Swain, Transylvania, Tyrrell, Union, Wayne, Washington, Wake, New Hanover, Yadkin, Yancey; *Cities*—Asheville, Burlington, Canton, Chapel Hill, Gastonia, Laurinburg, Leaksville—Spray—Draper, Lincolnton, Madison, Monroe, Mooresville, Morven, Mount Airy, Murphy, Pinehurst, Roanoke Rapids, Wadesboro, Whiteville.

Eberhart, Swearingen, Leary	Reading Literature:		
	Your World	1950	7
	Your Country	1950	8
	Your Life	1950	9
Brown and Helman	Let's Read Together Poems	1949	1-3
Cavanaugh, et al	Real People:		
	Group I (Paper)	1950	7
	Christopher Columbus		
	Hernando de Soto		
	Captain John Smith		
	Peter Stuyvesant		
	Roger Williams		
	La Salle		
	Group II (Paper)	1950	7
	Benjamin Franklin		
Daniel Lee	George Washington		
	Thomas Jefferson		
	Abigail Adams		
	John Paul Jones		
	Father Serra		
	Group III (Paper)	1950	7
	Narcissa Whitman		
	Rufus Putnam		
	John Jacob Astor		
	Zebulon Pike		
Ah-Yo-Ka, daughter of Sequoyia	Group IV (Paper)	1950	7
	Abraham Lincoln		
	Robert E. Lee		
	Thomas Alva Edison		
	James Jerome Hill		
	Jane Addams		
	George Washington Carver		
Parker, Blough, O'Donnell	The Basic Science Education Series: (Paper)		
Parker, O'Donnell	Fall is Here	1948	1
	Winter is Here	1948	1
	Spring is Here	1948	1
	Summer is Here	1948	1
	Leaves	1949	2
	Toys	1949	2
	Six-Legged Neighbors	1949	2
	Birds in Your Backyard	1949	2
Blough, Parker	Animals and Their Young	1947	2 & 3
	Animals Round the Year	1947	2 & 3
	Animals That Live Together	1945	2 & 3
	An Aquarium	1943	2 & 3
	Birds in the Big Woods	1947	2 & 3
	Doing Work	1943	2 & 3
	How The Sun Helps Us	1945	2 & 3
	Insect Parade	1943	2 & 3
	The Pet Show	1945	2 & 3
	Plants Round The Year	1943	2 & 3
Parker	Useful Plants and Animals	1945	2 & 3
	Water Appears and Disappears	1947	2 & 3
	The Air About Us	1947	4, 5, 6
	Animal Travels	1941	4, 5, 6
	Animals of the Seashore	1947	4, 5, 6
	Animals of Yesterday	1948	4, 5, 6
	Animals We Know	1948	4, 5, 6
	Birds	1947	4, 5, 6
	Clouds, Rain and Snow	1947	4, 5, 6
	Dependent Plants	1944	4, 5, 6
	The Earth A Great Storehouse	1941	4, 5, 6
	Electricity	1944	4, 5, 6
	Fire	1941	4, 5, 6
	Fishes	1947	4, 5, 6
	Flowers, Fruits, Seeds	1947	4, 5, 6
	The Garden and Its Friends	1941	4, 5, 6
	Garden Indoors	1944	4, 5, 6
	Gravity	1948	4, 5, 6
	Insects and Their Ways	1947	4, 5, 6
	Living Things	1941	4, 5, 6
	Machines	1944	4, 5, 6
	Magnets	1947	4, 5, 6
	Plant and Animal Partnership	1944	4, 5, 6
	Plant Factories	1944	4, 5, 6
	Reptiles	1942	4, 5, 6
	Saving Our Wild Life	1944	4, 5, 6
	Seeds and Seed Travel	1947	4, 5, 6
	The Sky Above Us	1947	4, 5, 6
	Sound	1944	4, 5, 6
	The Scientist and His Tools	1944	4, 5, 6
	Spiders	1947	4, 5, 6
	Stories Read From The Rocks	1941	4, 5, 6
	Thermometers, Heat and Cold	1942	4, 5, 6
	Toads and Frogs	1942	4, 5, 6
	Trees	1947	4, 5, 6
	Water	1944	4, 5, 6
	What Things Are Made Of	1944	4, 5, 6
	You As A Machine	1947	4, 5, 6
	Adaptation to Environment	1946	7, 8, 9
	Animal World	1949	7, 8, 9
	Ask the Weatherman	1947	7, 8, 9
	Balance in Nature	1941	7, 8, 9
	Beyond the Solar System	1947	7, 8, 9
	Community Health	1949	7, 8, 9
	Domesticated Plants	1949	7, 8, 9
	Domesticated Animals	1949	7, 8, 9

(Continued)

.....	Earth's Changing Surface	1947	7, 8, 9
.....	Earth's Nearest Neighbor	1947	7, 8, 9
.....	Fire, Friend and Foe	1948	7, 8, 9
.....	Foods	1946	7, 8, 9
.....	Heat	1948	7, 8, 9
.....	How We Are Built	1947	7, 8, 9
.....	Insect Friends and Enemies	1947	7, 8, 9
.....	Insect Societies	1947	7, 8, 9
.....	Keeping Well	1946	7, 8, 9
.....	Life Through the Ages	1947	7, 8, 9
.....	Light	1941	7, 8, 9
.....	Matter and Molecules	1947	7, 8, 9
.....	Our Ocean of Air	1941	7, 8, 9
.....	Plant World	1949	7, 8, 9
.....	The Science of Building	1947	7, 8, 9
.....	Soil	1943	7, 8, 9
.....	The Sun and Its Family	1947	7, 8, 9
.....	Superstition or Science	1946	7, 8, 9
.....	Water Supply	1946	7, 8, 9
.....	The Ways of the Weather	1947	7, 8, 9

#### BENJ. H. SANBORN & CO.

Caldwell-Merrill	World History, The Story of Man Through the Ages	1949	10
Mallory-Cooke-Taylor	A Child's Use of Numbers	1949	2

#### SCOTT, FORESMAN AND COMPANY

<b>Number Stories Program:</b>			
Riess, Hartung, and Mahoney	Numbers We See	1948	1
Studebaker, Findley, Knight and Gray	Number Stories, Book I	1946	1
	Number Stories, Book II	1947	2
<b>Hanna Social Studies Series:</b>			
Hanna, Gray and Others	Hello, David	1949	1
<b>Basic Studies in Science Series:</b>			
Beauchamp, Blough and Others	Look and Learn	1949	1
	All Around Us	1944	2
	How Do We Know	1945	3
<b>Health and Personal Development Series:</b>			
Gray, Bauer, Baruch and Montgomery	Three Friends	1947	1
<b>Reading for Independence Series:</b>			
Gray, Artley, Gray	We Three	1947	1
	What Next	1947	2
	Tall Tales	1948	3
Tuleen, Muchl, Porter	Test It Yourself (Paper)	1943	11 - 12

#### CHARLES SCRIBNER'S SONS

<b>Serifine Social Studies Series:</b>			
Moore and Others	Working and Playing	1950	1
	Building Our Communities	1949	4
	Building a Free Nation	1950	7 & H.S.
<b>Reading Today Series:</b>			
Orr and Others	Book Three	1947	9

#### THE L. W. SINGER COMPANY

John C. Caldwell, James L. Bailey, Richard M. Watkins	Our Land and Our Living	1947	7, 8
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#### TURNER E. SMITH & CO.

Charles N. Elliott	Conservation of American Resources	1946	8 & H.S.
Lancaster et al.	Pastures	1949	H.S.

#### SOUTH-WESTERN PUBLISHING COMPANY

Walters	Word Studies, Third Edition	1949	11 - 12
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#### THE STECK COMPANY

<b>Woodland Frolic Series:</b>			
Adda Mai Sharp	Where Is Cubby Bear? Pre-Primer (Paper)	1950	1
Sharp, L. A. and Bradley	Echoes of the Southland, Book I	1948	7
	Echoes of the Southland, Book II	1948	8
Evans and Donohue	Our South	1949	8 & H.S.

#### THE UNIVERSITY OF NORTH CAROLINA PRESS

Vance, Ivey and Bond	Exploring the South	1949	8
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#### THE UNIVERSITY PUBLISHING CO.

Eunice K. Crabtree	Playtime Fun (Paper)	1949	1
Walker and Fisher	Next Door	1949	5

#### D. VAN NOSTRAND COMPANY

Hausle and Others	Mathematics You Need	1949	H.S.
Mueller - Robertson	Fundamentals of Health and Safety	1948	H.S.

(Continued on page 18)

## School Staffs May Get Mental Hygiene Help

Do your teachers need help in initiating a program of mental hygiene?

Help for such a program may be obtained from the School-Health Coordinating Service, joint agency of the State Department of Public Instruction and the State Board of Health.

"At the request of the local superintendent and local health officer, services of the Consultant in Mental Hygiene may be had without cost.

"The State Board of Health can furnish mental health films at no cost except one-way postage.

The School-Health Coordinating Service can provide at cost a number of publications, See Mental Health Bulletins 1-50, 2-50, 3-50, 4-50, 6-50.

For further information write Dr. R. M. Fink, Consultant in Mental Hygiene, School-Health Coordinating Service, Box 2091, Raleigh, N. C.

## School Savings Journal Features High School Students

There's a typical Student Council session depicted on the cover of the Spring 1950 SCHOOL SAVINGS JOURNAL which is being distributed currently throughout the schools of the nation. It shows a council discussing one of the projects outlined in this year's Student Council Handbook, namely, the Treasury's School Savings Program.

Published semi-annually by the Education Section, U. S. Savings Bonds Division, Treasury Department, the JOURNAL contains also an article which shows how the School Savings Program operates in high schools. It's entitled "School Savings from Kindergarten Through High School Is Elkhart, Indiana. Achievement."

There's a resource unit in home economics, too, which should be of interest to home economics teachers, and to high school girls studying home economics. It was prepared by Dr. Berenice Mallory and Miss Mary Laxson, two experts with the U. S. Office of Education.

High school students who are stamp collectors should be interested in the lift-out poster in the JOURNAL. It shows a special collector's item, THE BEST STAMP OF ALL, A U. S. SAVINGS STAMP!

Attention of thrifty collectors will likewise be attracted to the new 10 and 25 cent Stamp Albums now available to help make School Savings easier. They are advertised in the Journal, with directions for obtaining them.

# Citation of Arch Turner Allen to Hall of Fame North Carolina Education Association - March 10, 1950

By Clyde A. Erwin, State Superintendent  
of Public Instruction

MADAM PRESIDENT, I have the honor to present the name of the late Arch Turner Allen for inclusion in the Hall of Fame of the North Carolina Education Association.

Arch Turner Allen was born at Hiddenite in Alexander County on January 10, 1875. He received his early education in the public schools of that county and in the Morganton and Vashti Academies of Burke County. He graduated from the University of North Carolina in 1897 with the degree of Bachelor of Philosophy. At the University he was an honor student—a member of Phi Beta Kappa, national honorary scholastic society, and Kappa Delta Pi, national honorary educational society. The honorary degree, Doctor of Literature, was conferred upon him by Elon College in 1924; and in 1927 his alma mater conferred upon him the degree of Doctor of Laws.

Dr. Allen was principal of the Statesville High School from 1897 to 1904, of the Washington Public Schools during 1904-05, and of the Dilworth School in Charlotte from 1905 to 1907. In the fall of 1907 he became superintendent of the Graham Public Schools in Alamance County, where he remained until 1910, when he was elected to head the Salisbury Public School System. In 1917 he was appointed a member of the State Board of Examiners and Institute Conductors. He was its secretary from 1919 to 1921, and when this Board was reorganized as the Division of Teacher Training he became its Director. Dr. Allen was a member of the Textbook Commission in 1916; President of the North Carolina Teachers' Assembly, as this organization was then called, in 1916-17 and its secretary from 1918 to 1923. In 1923 he was elected President of Cullowhee State Normal, now Western Carolina Teachers' College, which position he was to have assumed July 1, 1923. Upon the resignation of Dr. E. C. Brooks as State Superintendent of Public Instruction, Governor Cameron Morrison appointed Dr. Allen to that post, which he accepted. He took the oath of office on June 11, 1923.

Dr. Allen served as State Superintendent of Public Instruction for a period of eleven years, four months and nine days, in which capacity he died on October 20, 1934. During his administration as head of the public school system, the schools made marked improvement. Enrollment increased from 775,000 to 900,000, number of pupils transported at public expense from 31,544 to 250,000, high school enrollment from 50 thousand to 150 thousand, high school graduates from 6 thousand to 20 thousand, number of consolidated rural schools from 500 to 1,000, value of school property from \$50 million to \$100 million, and the average training of teachers more than two scholastic years.

Dr. Allen advocated a broader educational opportunity for the childhood of the State. Among his recommendations were the following:

1. An educational system that would include all the children in its scheme.
2. An eight-months school term as the minimum standard.
3. A larger type of school for the rural children of the State.
4. An improvement in the training of the teaching personnel.
5. An adequate school building in reach of every child.

Before his passing, Dr. Allen saw much of this program for which he had labored unceasingly come to fruition. Perhaps his philosophy of education which included the whole of life rather than mere segments, is best summed up in his own words taken from one of his reports, as follows:

"I believe the time is close at hand in North Carolina when the mere accident of birth and dwelling place will no longer fix the educational opportunities of childhood, but that this great State of ours, exercising its giant's strength, will reach out into the remotest boundaries, from the mountains yonder in Tennessee to the lowlands down at the Atlantic, and extend to every child under our flag, in whatever economic condition, in whatever social station, an unhindered chance to grow, and bid him drink freely of the water of life provided for him in abundance by a great and generous people."

This statement is a charter of opportunity for the children of North Carolina which has in large measure motivated our educators, our legislators, and our public leaders during the period of our great forward movement in education in the past fifteen years. It is a statement which summarizes the vision and wisdom of a really great educator, a statement which marked him as a true friend of childhood, a believer in equal educational opportunities, an educational statesman of far-sighted vision.

Arch Turner Allen was a simple and retiring man but it was the simplicity and retirement which characterized the truly great. He had an honesty as rugged as the hills of western North Carolina from whence he came and a courage which never faltered as he fought for the objectives in which he believed. His high intelligence and scholarship stood out in any group, and his sterling character knew no blemish in the battle he fought for the upbuilding of his beloved State through education. No one who lists the great in the history of our State can with propriety ignore his name. Here is a master builder whose clear-cut, unselfish service shines with increasing brilliance as we look upon him in historical perspective.

It is fitting that this great teacher, great humanitarian, and great friend of so many of us who still serve in the field which he loved so well, be included in the Hall of Fame of the North Carolina Education Association. I deem it a great privilege to give this citation to my beloved friend, my predecessor in office, my counselor, and my chief. His name fits well with the names of those who have already been included in our Hall of Fame, and in the language of Henry Ward Beecher it may be said of him along with those, "The great men of earth are the shadow men who having lived and died now live again and forever through their undying thoughts. Thus living, though their foot falls are heard no more, their voices are louder than the thunder and unceasing as the flow of tide or air."



## Fire Losses Decrease

Fire losses of all types of property—homes, hotels, business and school-houses—in 1949 were 6.1 per cent below the all time record of destruction set in 1948, when losses were estimated at \$711,114,000. The 1949 estimate was \$667,536,000.

The 1949 decline, according to *Fire Insurance Facts and Trends* which made the estimate, can be attributed in part to the moderate drop in the general price level, but fire prevention authorities also credit effective local fire safety campaigns.

## Combs Attends Meeting Secondary School Principals

A. B. Combs, Assistant Director, Division of Instructional Service, represented the Department of Public Instruction at the Thirty-Fourth Annual Convention of the National Association of Secondary-School Principals held in Kansas City, Missouri, February 18-22.

The theme for the meeting was *Better Schools Through Better Leadership*, and the speakers included outstanding persons from every section of the United States.

Other persons from North Carolina attending the Convention were Principal C. C. Linnemann of Burlington; Principal J. W. Talley of Roanoke Rapids; Dr. W. L. Plemmons and Dr. Sam Holton of the University of North Carolina; and Mrs. E. N. Howell of Swannanoa, who appeared on the program as Chairman of the Committee on High School Service of the National Congress of Parents and Teachers.

## Onslow County Teachers Study Safety Education

Teachers in Onslow County are doing some concentrated work in safety education, according to John C. Noe, Advisor in Safety Education, State Department of Public Instruction.

Onslow teachers, Mr. Noe states, have made safety education their professional study for this year as a part of the State Curriculum Improvement Project. "The results of their study," he said, "will be used in further development of the tentative safety section of the curriculum guide."

"This Onslow study includes a general background and overview of the accident problem, group work and surveys of school plants and surroundings, and the formulation of procedures for improving the local situation."

## State Board Allots Health Fund Balance

A balance of \$32,796.50 of the \$550,000 appropriation for school health purposes was recently authorized to be allotted to county and city administrative units for the correction of health defects by the State Board of Education.

The Board also authorized the reallocation of any funds already allotted but which will not be used prior to June 30. Superintendents have been requested to notify Charles E. Spencer, School-Health Coordinating Service, in case funds already allotted cannot be used wisely.

Allotments will be made after a study of the needs in each unit has been made.

## Stokes Succeeds Phinney

Selby E. Stokes of Elizabeth City was recently employed as auditor in the Controller's office to succeed C. E. Phinney who died on February 1.

Mr. Stokes attended the University of North Carolina in 1927-28. He has been with the Elizabeth City Shipyard for the past 13 years. More recently he has been materials estimator and personnel manager.

## Dr. Fink Chosen Workshop Leader

Dr. R. M. Fink, Consultant in Mental Hygiene, School-Health Coordinating Service, will be one of the workshop leaders of the Human Relations Workshop to be conducted at Bacon Health Center, Delaware City, Delaware, April 30-May 6.

This workshop is sponsored by the Delaware State Society of Mental Hygiene, the Delaware Mental Health Society and the Delaware State Department of Public Instruction. Bacon Health Center is a psychiatric preventive center for boys and girls from three to sixteen years old with mental handicaps. It is under the direction of nationally known psychiatrists, assisted by medical specialists, psychologists, social workers, occupational therapists, recreational leaders, physiotherapists, and educators. Dr. Edmund Bullis, Executive Director, Delaware State Society for Mental Hygiene, is Director of the Workshop.

## Miss Tripp Attends Professional Meetings

Madeline Tripp, Associate in the Division of Instructional Service, represented the State Department of Public Instruction, at a meeting of the National Council of State Consultants in Elementary Education and the Association for Supervision of Curriculum Development held in Denver, Colorado, February 9-16.

Participation by Miss Tripp in the first named organization consisted of visitations to various Denver schools, followed by discussions, a symposium on "State Department Experiences in Evaluation", observation of demonstrations, speaking, and making reports and other discussions. In the ASCD meeting Miss Tripp served as a consultant for the study group on "State Programs and Planning for Curriculum Improvement." She was also North Carolina's official representative at the Board of Director's meeting, and reported for Region 4 in the group meetings.

### WEBSTER PUBLISHING COMPANY

#### American Life History Series:

Ames, Ames and Staples	My America	1947	7
Everyreader Series:			
Adapted by William Kottmeyer	The Gold Bug and Other Stories	1947	7, 8, 9
	The Cases of Sherlock Holmes	1947	7, 8, 9
	Ivanhoe	1947	7, 8, 9
	A Tale of Two Cities	1947	7, 8, 9
	Simon Bolivar	1947	7, 8, 9
	Plamingo Feather	1949	7, 8, 9
	Men of Iron	1949	7, 8, 9
	Ben Hur	1949	7, 8, 9
	Count of Monte Cristo	1949	7, 8, 9
	Juarez, Hero of Mexico	1949	7, 8, 9

### WHEELER PUBLISHING COMPANY

#### American Adventure Series:

Edited by Emmett A. Betts	John Paul Jones	1949	4 - 9
	Squanto and the Pilgrims	1949	4 - 9
	Chief Black Hawk	1943	4 - 9
	Cowboys and Cattle Trails	1948	4 - 9
	Kit Carson	1941	4 - 9
	Buffalo Bill	1943	4 - 9
	Wild Bill Hickok	1941	4 - 9
	Davy Crockett	1941	4 - 9
	Daniel Boone	1945	4 - 9
	Fur Trappers of the Old West	1946	4 - 9
	The Rush for Gold	1946	4 - 9

### WORLD BOOK COMPANY

Spalding-Montague	Alcohol and Human Affairs	1949	H.S.
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## India Has Gigantic Illiteracy Problem

India's Minister of Education, Maulana Abul Azad, inaugurating the Seminar on Rural Adult Education for Community Act, at Mysore, stated that out of India's 180 million adults only 17 million can read and write.

This means that in spite of what has been done in the last decades, India's illiterate adult population numbers 167 millions, or more than 90%. The percentages and figures vary from country to country and from province to province in Asia, but there is no doubt the majority of illiterates in the world—fifty percent of its population—live in Asia.

Maulana Azad told the Seminar: "We are considering in India the possibility of using the basic school teacher for our program of Social Education. We are also examining a proposal to use some kind of social conscription by which all educated persons will be required to contribute to this national service for a specified period. If all students after matriculation are compelled to teach for even six months this would, of course, go some way toward finding the solution."

## Jenkins Suggests Ways To Improve Annual Reports

In a recent letter to school superintendents, Wade M. Jenkins, Director Division of Textbooks, State Board of Education, made a number of suggestions by which annual textbook reports could be improved.

Books usable for another year, Mr. Jenkins pointed out, should be reported in the "Rebound" column and sent to the bindery in Greensboro. Books not usable for another year, he stated, should be reported as "Exchanged." Other suggestions were made with regard to new adoptions.

Mr. Jenkins also pointed out the urgency of submitting all reports promptly after the close of the schools. This is necessary in order that orders for next year's books may be filled before school opens in the fall. Superintendents were also requested to report as unusable any old high school titles that will not be used again.

"Manuals on titles adopted since July 1, 1945 are available in English, arithmetic, reading (Scott only), health, geography and answer sheets for arithmetic. This material is available from the superintendent's office. Teachers should write publishers direct about the availability of manuals for high school titles.

## Unforgettable

"The teacher whose pupils remember him with love and respect is obviously not the one who has been so overwhelmed with textbook details that he forgets the human materials for whom texts were made."

This is what two Illinois teachers found by analyzing the eight teacher "most unforgettable characters" that have been given in **READER'S DIGEST**.

## State School Heads Favor Barden View

The nation's chief state school officers favor the position of Representative Graham A. Barden of North Carolina in restricting Federal aid to tax-supported and publicly controlled educational institutions.

In a new policy, "Our System of Education," the nation's school heads say: "Federal and state financial assistance for education, whether for current expenses, capital outlay or school-connected auxiliary services, should be restricted to tax-supported and publicly controlled school systems and institutions of higher learning."

The superintendents also ask:

1. Federal funds "to the extent necessary to enable each state to finance an adequate foundation program."
2. An independent national board of education.
3. State administration of Federally financed scholarships.
4. A system of community colleges.

## Principals' Association Frowns On Requests for Students' Names

Members of the National Association of Secondary-School Principals, were advised recently in a letter from its President, W. E. Buckley, and Executive Secretary, Paul E. Elieker, to consider carefully and cautiously all requests for names of and information about students, especially from sources unknown to them.

"Many secondary schools," the letter states, "receive requests every year for names of students and information about them from enterprising individuals not associated with bona fide educational organizations."

In the opinion of the officers and members of the Executive Committee of the Association and leading educators generally, such enterprises serve no apparent worthy educational purposes. On the other hand, they possibly subject students to many kinds of commercial pressures and solicitations.

## Jenkins Begins Shipping Textbooks

Because of the lack of warehouse space, the shipping of next year's textbooks will begin early this spring, it was recently stated by Wade M. Jenkins, Director of the Division of Textbooks, State Board of Education.

"We will not have room for the books necessary to fill our summer orders unless we ship to the superintendents this spring a number of elementary books for next year's use," Jenkins said. "Most units will likely receive texts in health, geography, history, and readers for the grammar grades."

Jenkins cautioned superintendents to check in the number of cartons specified on the freight bill and to report any differences to his division promptly. He also stated that these are not to be issued to children this year, and therefore the cartons need not be opened.

## We Train Too Many High School Teachers

We train too many high school teachers, not nearly enough elementary teachers.

That is the conclusion of the Department of Labor, reported in a recent 90-page bulletin entitled *Employment Outlook for Elementary and Secondary School Teachers*. For each state the Bulletin gives: (1) certification requirements, (2) outlook for jobs, and (3) salary leads.

For the nation as a whole, the report shows, there was in 1949-50 a demand for 17,000 high school teachers, but 56,000 were newly certificated. The demand for elementary teachers, on the other hand, was for 75,000, whereas only 25,000 were certificated.

## State's Libraries Have 5,187,390 Volumes

All North Carolina libraries—public and college—have a total of 5,187,390 volumes, according to statistics compiled recently by the North Carolina Library Commission for 1948-49. This number is 375,958 more than the total owned in 1947-48.

More than half of the total volumes are in college and university libraries—a total of 2,817,601. The remaining number are divided as follows: regional, 186,860; county (white) 1,599,482; city and town (white) 190,226; county (Negro) 162,982; city and town (Negro) 13,838; and special (North Carolina Library Commission, State Library, Supreme Court Library and Historical at Montreat) 216,901.

# THE ATTORNEY GENERAL RULES

## Bond Issue; Application of Proceeds; Transfer of Funds to Different Objects of Expenditure, etc.

*In reply to your recent inquiry:* Receipt is acknowledged of your letter of January 25th in which you ask me the following question:

"In case the 'A' School District is merged with the 'B' School District by a vote of the people, can this \$145,000.00 which was voted in the bond issue for the 'A' School be transferred to the 'B' City Unit for building a central high school?"

You recite in your letter the Resolution adopted on August 20, 1948, by the Board of Education of \_\_\_\_\_ County which you state was approved by the Board of County Commissioners of \_\_\_\_\_ County, and that the bonds were voted by the people in an election held in December, 1948. In the case of *WALDROP v. HODGES*, 230 N. C. 370, decided in May, 1949, our Supreme Court discussed the subject involved in your question and held that a transfer of funds could be made under the circumstances of that case for a school building different from that for which the bonds were issued. In order to have any opinion about your question, it would be necessary to have the fullest possible information as to all of the facts. I suggest that you take this matter up with your County Attorney, \_\_\_\_\_ and I am sure that he can give you the necessary advice on this question. In the event he found it desirable to take it up with me, I would be very glad to discuss it with him.

I am not sufficiently familiar with the facts involved as to the educational set up in your county to attempt to answer the other questions contained in your letter as to providing for High School and Grammar facilities for Negroes. All that I can tell you is that our Constitution and Laws require equal but separate public school facilities be provided for both races. I feel quite certain that you will find that a 20c tax levy could not constitutionally be applied only for schools of one race. Our Supreme Court has held unconstitutional tax levies to be so applied. I suggest also that this is a matter as to which your County Attorney will be able to advise you.—Attorney General, January 26, 1950.

## Status of Committeeman Who Has Temporarily Moved From the State

*In reply to your recent inquiry:* I acknowledge receipt of your letter enclosing a copy of a letter from Superintendent \_\_\_\_\_ of the \_\_\_\_\_ County Schools in which he states that a school committeeman who has served for several terms, because of certain peculiar circumstances, has been compelled to move to the State of Virginia to live with a daughter but that he has not disposed of his home in \_\_\_\_\_ County and expects to move back there during May 1950 and that he has not otherwise indicated that he is abandoning his citizenship in \_\_\_\_\_ County.

He inquires as to whether or not such school committeeman may be removed as a committeeman in \_\_\_\_\_ County.

The Statute which deals with this question is G. S. 115-74 which reads as follows:

"Sec. 115-74 *Removal of committeemen for cause.*—In case the county superintendent or any member of the county board of education shall have sufficient evidence at any time that any member of any school committee is not capable of discharging, or is not discharging, the duties of his office, or is guilty of immoral or disreputable conduct, he shall bring the matter to the attention of the county board of education, which shall thoroughly investigate the charges, and shall remove such committeeman and appoint his successor if sufficient evidence shall be produced to warrant his removal and the best interests of the schools demand it."—Attorney General, February 16, 1950.

## 1% For Education

Here is how the \$424 billion Federal funds for the year ending June 1951 will be spent:

- 31.9% for national defense
- 14.3% for veterans program
- 11.1% for the Marshall Plan and other international programs
- 57.3% for past, cold and future wars
- 6.0% for social welfare, health and security
- 5.0% for conservation of natural resources
- 5.0% for farm programs
- 1.0% for education and general research
- 25.7% for interest on debt and general government expense

## Teaching the Bible.

*In reply to your recent inquiry:* I have your letter of January 23rd and note that you are trying to restore the Bible Class to the curriculum of the \_\_\_\_\_ High School which was abandoned three years ago following the decision of the Supreme Court of the United States in the case of *McCOLLUM v. BOARD OF EDUCATION OF CHAMPAIGN, ILLINOIS*. I note your inquiry if there is any reason, according to the laws of this State, why you should not have such a class.

The State Board of Education has not taken any action with respect to this matter, leaving the decision entirely to the local school trustees for their determination. There is no State law on the subject, the question being one of conflict with the Federal Constitution as to separation of Church and the State.

The *McCOLLUM* case was based upon the particular method in which the school was operated in that instance. I would recommend that you get the City Attorney to advise you as to the particular form which should be followed so as to avoid a conflict with the opinion in that case. It would be necessary to know exactly how the plans are to be carried out before it can be ascertained whether or not it would conflict with the principle of the *McCOLLUM* case and your City Attorney would be the proper one to advise about that.—Attorney General, January 25, 1950.

## Use of Funds

*In reply to your recent inquiry:* I acknowledge receipt of your letter enclosing a copy of a letter from Superintendent \_\_\_\_\_ of the \_\_\_\_\_ County Schools inquiring as to the use of certain funds he has on hand which originated from bond issue which was later supplemented by State aid.

I think Superintendent \_\_\_\_\_ should discuss this matter with the County Attorney who, I assume, is acquainted with the facts relating to the bond issue and funds obtained from the State. I cannot tell from Mr. \_\_\_\_\_ letter whether the \$25,000 is a balance of a bond issue or moneys derived from the State Literary Loan Fund or otherwise. If the \$25,000 represents an unused portion of the bond issue, or a State Literary Loan Fund loan, I think that it should be applied on the reduction of the loan from which the funds were originally derived. Attorney General, January 18, 1950.



## LOOKING BACK

### 5 Years Ago

(N. C. Public School Bulletin, April, 1945)

Thomas R. Foust, superintendent of Guilford County Schools for more than 40 years, recently announced that he will retire at the end of his present term of office on June 30.

Charles W. Davis, who has been superintendent of the Roanoke Rapids schools since 1929-30, has accepted the superintendency of the Chapel Hill schools effective July 1, it was recently announced.

Free basal textbooks will be provided to children of the eighth grade beginning with the school year 1945-46 in accordance with an Act of the General Assembly amending Sec. 115-293 of the General Statutes of North Carolina.

The ten appointive members of the new State Board of Education provided for under an amendment to the Constitution passed at the November, 1944, election were named by Governor R. Gregg Cherry, during the closing days of the General Assembly and confirmed by that body in joint session.

Frank A. Edmonson, more recently superintendent of the Beaufort County schools and a member of the State Department from 1923 to 1927, died March 11 in a Charlotte hospital where he had been a patient for several months.

### 10 Years Ago

(N. C. Public School Bulletin, April, 1940)

#### Best Teachers

I'd rather see a lesson  
Than hear one any day.  
I'd rather you would walk with me  
Than merely show the way.

The eye's a better teacher  
And more willing than the ear.  
And counsel is confusing;  
But example's always clear.

The best of all the teachers  
Are those who live their creeds,  
For to see good put in action  
Is what everybody needs.

I can soon learn to do it  
If you let me see it done.  
I can watch your hands in action,  
But your tongue too fast may run.

And the counsel you are giving  
May be very fine and true,  
But I'd rather get my lesson  
By observing what you do.  
—Author Unknown

## EDUCATION MOLDS OUR FUTURE



## BETTER SCHOOLS MAKE BETTER COMMUNITIES

### Schools May Get Occupational Materials

School officials, counselors, vocational teachers and librarians, interested in reports on the long-range employment outlook in occupations, training required, earnings and working conditions prepared for use in Vocational Guidance, may obtain such material from the Bureau of Labor Statistics, U. S. Department of Labor, Washington 25, D. C.

Publications giving occupational summaries for automobile mechanics, engineers, insurance agents, and many other groups of workers are available without cost. Persons interested should write for the list of Occupational Outlook publications. Or school personnel may request that their names be added to the mailing list for such materials.

### Health Education Workshop Will be Held

The Health Education Workshop for Supervisors and selected teachers will be held at Chapel Hill by the School of Education of the University of North Carolina and the School-Health Coordinating Service of the Department of Public Instruction and the State Board of Health, according to Charles E. Spencer, Co-Director School-Health Coordinating Service.

This workshop will be held during the first six weeks term of the summer session and will carry six semester hours credit at the graduate or undergraduate level which will count for certificate renewal credit.

For further information concerning the workshop communicate with Mr. Charles E. Spencer, Co-Director, School-Health Coordinating Service, P. O. Box 2081, Raleigh.

## MAKING TODAY'S NEWS

Durham. Miss Ella Stephens Barrett, director of occupational information and guidance for the State Department of Public Instruction, was in Durham yesterday surveying and evaluating the guidance program in the local city schools.—Durham Herald, February 9.

New Hanover. The New Hanover school system has obtained 12,800 pounds of creamery butter—400 32 pound cases—free of charge through the government's surplus property plan for use in the school cafeteria.—Wilmington Star, February 3.

Charlotte. School and government officials will be guests at dinner and inspect the new \$400,000 Chantilly School tomorrow at 6 p.m.—Charlotte News, February 14.

Wayne. Principals of Wayne's rural schools met Friday in Goldsboro and discussed the possibility of adopting further student guidance programs in the schools.—Goldsboro News-Argus, February 11.

Weldon. At the regular Lions Club meeting this week, it was reported by Floyd Whiteman, safety committee chairman, that six raincoats which had burned in the Weldon school fire last fall have been replaced.—Weldon News, February 16.

Raleigh. The Raleigh Classroom Teachers Association went on record in favor of a nine and one-half month work year.—Raleigh News and Observer, February 17.

Harnett. County School Superintendent C. Reid Ross, in an address to more than 200 members of the Lillington Parent-Teacher Association, reported that Harnett County's \$800,000 school building program, started several years ago, is nearing completion and the county is already at work on plans for spending another \$590,000 allotted the county from the State School Bond fund.—Raleigh News and Observer, February 16.

Greensboro. Approval of naming the proposed Westover Terrace elementary school for Dr. Eugene Clyde Brooks, North Carolina Educational leader, was given at a meeting of the school board last night.—Greensboro News, February 22.

Vance, Henderson. A school for food handlers of Henderson and Vance Counties will be taught by Miss Gage Morton, restaurant training specialist with the distributive education service of the State Department of Public Instruction, at the Central school beginning Monday, March 27.

## NORTH CAROLINA PUBLIC SCHOOL

## BULLETIN

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RALEIGH, NORTH CAROLINA

VOL. XIV, NO. 9

## COLLEGES SHOULD MEET STANDARDS

A senior college that is approved for teacher education should meet certain minimum standards, the North Carolina College Conference decided at its annual meeting last fall.

The Conference authorized its Secretary-Treasurer, Dr. James E. Hillman, State Department of Public Instruction to prepare a questionnaire with a view of finding out what the colleges are now doing and what they have in the way of standards. In his covering letter, Dr. Hillman states, "With reference to some of these standards we are 'feeling our way.'"

Some of the principles that should be considered in setting up standards make up the outline of the questionnaire. They are:

1. Have an institutional concern for teacher education. This implies that the institution will provide the machinery to make close cooperation among departments effective and guarantee the fullest utilization of all its facilities and resources to this end.

2. Provide on-campus or off-campus schools, or both, to serve supervised teaching needs.

3. Have facilities in the field of audio-visual education which shall include modern maps, globes, charts,

radios, motion pictures, recordings, and local materials of various kinds.

4. Have a library which contains an adequate number of books, magazines and periodicals in the professional areas of psychology and education.

5. Have personnel and guidance services with adequate staff and equipment.

6. Provide definitely for teacher placement, which may be a part of the general placement service.

7. Have a functional program of follow-up and in-service education of teachers.

8. Have a staff which includes, as a minimum, the following: (a) One psychologist, with major interests in child growth and development; (b) one specialist on each level of teaching for which the institution prepares teachers; (c) teachers of special methods, with broad educational background and possessing special teaching competencies; (d) supervising teachers, properly qualified through both training and experience; (e) full-time teachers possessing training not less than that of the Master's degree with a major in the special field, for each of such special subjects as art, music, health, and physical education in the curricula for elementary teachers.

## Federation Issues Book on Character Development

The General Federation of Women's Clubs has just issued a 110-page paper-bound book entitled, "Parents' Responsibility in Character Development."

The book was developed at a workshop in the summer of 1949 at Washington State College, Pullman, Washington. Funds for the project and for publication of the book were provided by the Palmer Foundation of Texarkana, Arkansas-Texas.

The book is divided into seven sections including 19 chapters. Price of single copies is 50 cents.

## School Lunch Personnel May Get Summer Training

Courses provided especially for school lunch personnel will be provided by Woman's College, Greensboro, and North Carolina College at Durham.

Courses announced for Woman's College which will begin June 5 include various aspects of menu planning, food preparation and service, care and use of equipment, lunchroom sanitation and food care. Total expenses for a six week's session is \$100.00.

Plans for the three-weeks program to be provided at North Carolina College will be announced later.

## Science Associates Sponsors Guidance Contest

Teachers and counselors who have developed practical guidance techniques are invited to submit descriptions in a contest sponsored by Science Research Associates, 228 South Wabash Avenue, Chicago 24. First prize is \$50.00; closing date, October 15, 1950.

## McCracken Becomes Head of Spartanburg Schools

J. G. McCracken, Director of the Division of Insurance of the State Board of Education since its creation nine months ago, has resigned that position to become head of the Spartanburg, South Carolina, City Schools, effective July 1.

Mr. McCracken came to the State office July 1, 1949, to set up the new insurance program as provided for by the General Assembly of 1949. He was superintendent of the Elizabeth City Schools. From 1941 to 1944 he was principal of the Elizabeth City High School, going there from the Needham Broughton High School of Raleigh. He began his school experience as a mathematics teacher in the Greensboro Senior High School.

McCracken, a native of Buncombe County, received the B.S. degree from Wake Forest College in 1938 and the master's degree from the University in 1942. He succeeds E. B. Hallman at Spartanburg, who has retired because of age. His successor as Director of the Insurance Division had not been selected at the time this publication went to press.

## FEATURES

Page

Colleges Should Meet Standards	1
Taxes vs. Schools	3
Three-Part Study Shows Teacher Situation: Certificate Status, Supply and Demand	4
Units Vote More than \$50 Million in Bonds for School Buildings	6
The Attorney General Rules	15

# Superintendent Erwin Says . . .

**I**N this last number of the BULLETIN for this year I wish to say something about the teaching in our public schools.

As you know, my work is such that I seldom have an opportunity to visit the classrooms when teaching is actually in process. However, members of the Division of Instructional Service very often have the opportunity of looking in on classes in action and of observing at first-hand the work that is being done.

These staff members report to me that in their opinion better teaching has been done this year than heretofore. Naturally, I am delighted to hear this. I had a feeling that the increase in salaries provided by the 1949 General Assembly would produce a better esprit de corps among teachers. I felt also that the employment of supervisors of instruction could improve teaching to a great extent. So when Dr. Highsmith and members of his staff tell me that classroom teaching has really improved, I am disposed to think that this noted improvement in instructional service has come about as a result of better teaching morale because of salary increases and perhaps more so because of a more intensive approach to the methods and practices of teaching with the assistance of the 226 helping teachers, supervisors, or directors of instruction that were employed this year for the first time in most units.

And in this connection, as this school year comes to an end, I wish to congratulate these new school employees in the fine beginning that they have made. I realize that it takes more than a year to make any appreciable change for the better in the instructional program. But I am encouraged by the reports of my staff; and from my own observation and experience, I sincerely believe that a really "go forward" step was taken in public education when provision was made for the employment of supervisors of instruction.

## NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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**CLYDE A. ERWIN**  
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May, 1950

**EDITOR**  
**L. H. JOBE**  
Director, Division of Publications





# *Ye Editor Comments . . .*

## CONSIDER TEACHING

**E**LSEWHERE we have presented some facts and figures concerning the teacher situation in the State. These figures point out that our present weakness in this respect is the failure to train teachers for positions in the elementary schools. There is an outstanding need for more elementary teachers, yet fewer young people are choosing this area in which to work.

Just why more young persons are not entering the teaching profession as elementary teachers is not quite clear, unless it is that low salaries during recent years have discouraged them or that other vocations offer a more attractive life work in comparison with the cost of training. Certainly, there are a larger number of women enrolled in colleges. Or it may be that the teaching profession is not presented in its proper light to graduates of high schools as the choice of a life work.

In order to recruit new persons for the profession, it should be one of the responsibilities of presently employed teachers and principals to present the true facts about teaching as a profession. Of course, students without aptitudes for this type of work should not be encouraged to choose this vocation. However, those students who think they will enjoy teaching and have the personality and aptitudes should be informed about the requirements, opportunities, rewards, advantages and disadvantages of teaching as a vocation. If we are ever to fill the gap now existing in the white elementary field with trained personnel, then the institutions must train more teachers for that area, and the high schools must send to the institutions a sufficient number of students who want to teach.

## BOOK SAMPLES

**B**OOK samples cost money. Where they are furnished to teachers and principals without cost, the ultimate cost is borne by those who buy other books of the same kind. It is not generally the policy of publishers to furnish such books as desk copies, nor does the State furnish books free that are usually purchased. Teachers and principals, therefore, should refrain from requesting free samples of textbooks.

## TAXES vs. SCHOOLS

**I**T is true that taxes in this country—Federal, State, local—have reached back breaking proportions. The business interests of the nation have always opposed tax increases. Now, the “little fellow” has joined the forces opposing taxes. Organizations have been formed to create public sentiment against tax burdens.

Since the public schools are supported in the main from tax funds, the tax question is of particular importance to people who believe in public education and who realize that the schools are the foundation not only of our democratic way of life, but they are also the life blood of business itself. It is, therefore, up to these people to keep this “importance of schools” continually before the tax-paying public, if the schools are to retain the financial gains of recent years and to enhance themselves still further. It is essential that “selling the schools” to the public be done as skillfully as big business is selling “no more taxation.”

Surely, anyone interested in seeing that the schools are improved can point out such facts as the following:

“More than seventy cents out of every dollar the Federal Government is spending in 1950 is taken by defense and outlays arising from past wars.

“The percentage of the nation’s income which was used for public education in 1947-48 was smaller than the 1937-38 average.

“Only 1% of the Federal budget for the year ending June 1951 will be spent for education and general research.

“The average annual salary paid North Carolina teachers is approximately \$2,500.

“Business is always better in a community where the level of education is highest.”

There are other facts. We should also justify the cost of education. But unless we who know the true facts defend expenditures for public education, the schools are liable to be caught in a squeeze of general tax reduction. When this reduction occurs, there is a tendency to reduce expenditures for education out of all proportion to its importance and value. This we should be on our guard against.

## N. C. College to Conduct Resource-Use Workshop

Workshop in Resource-Use Education will be conducted by North Carolina College June 8-August 5, it is announced by Theodore R. Speigner, Director.

All Negro supervisors of instruction and other leaders in Negro education have been invited to attend this workshop. A number of leading educators, both white and Negro, have been invited to speak to the group, Mr. Speigner stated.

## Anderson Says Planning Should Start Early

Wise educational and vocational planning should start as early as the 9th or 10th grade and should be emphasized each year, according to Dr. Roy N. Anderson, Director Student Personnel, North Carolina State College.

"Many students enter college with entrance deficiencies, or more serious, inadequate grounding in fundamentals which are pre-requisite to their professional preparation," Dr. Anderson states. "Many have given little or no thought to the curricular offerings of the school or college which they have chosen. With many, the decision to go to college comes just before graduation from high school, and the hasty choice is made on such doubtful bases as that friends are attending the particular college, that it is conveniently located, or that it has a winning team.

Dr. Anderson believes that high schools should help students to arrive at rational answers to such questions as these:

"Should I go to college? If so, what college? What is college like, anyway? Do I have the abilities, interests, finances for college? What kind of training is required for the vocational objectives I have considered? Where is this training offered? What are the entrance requirements, costs, etc., of various colleges? Are they accredited? How can I get ready? What skills, knowledge should I acquire? How can I learn efficient study habits? How can I help myself financially for the undertaking, now and after I have started college?

"Every high school should have a functional guidance program based on pupil needs. This program should assist pupils in making adequate and suitable long-term educational and vocational plans. It should help students make a thorough study of their capacities and interests and weigh them in the light of educational and vocational objectives."

## THREE-PART STUDY SHOWS TEACHER SITUATION: CERTIFICATE STATUS, SUPPLY AND DEMAND

A three-part study of the teacher situation in North Carolina has been made by Dr. James E. Hillman, Director, Division of Professional Service, State Department of Public Instruction. This study shows the certificate status of the teaching personnel for the year 1948-49, the teacher supply for 1949-50, and the teacher demand for 1949-50.

### Teacher Certificates

As a result of the first part of the study, Dr. Hillman ascertained that there were 26,248 teachers employed in the public elementary and secondary schools of the State, distributed by races as follows: white, 18,814; Negro, 7,274; and Indian, 160.

An analysis of the type of certificates held by teachers discloses the following facts:

1. 67.3 white teachers, or 3.58 per cent of the total, held Graduate Certificates; 413, or 5.68 per cent, of the Negro teachers held Graduate Certificates; no Indian teacher held a Graduate Certificate.

2. 82.78 per cent of the white teachers employed held Class A and Graduate Certificates; 96.18 per cent of Negro teachers held such certificates; and 60 per cent of Indian teachers.

Accompanying tables show these divisions as to county and city units.

### Teacher Supply

The second part of the study concerns teacher supply, or teacher output. Dr. Hillman shows the figures in this part for three years—1941, 1949 and 1950—and in terms of elementary and secondary school teachers. He also gives a breakdown in the case of secondary school teachers in accordance with fields of major preparation. Not including these latter facts, the situation for the three years was as follows:

	1941	1949	1950
White .....	1,655	1,649	1,699
Elementary .....	647	308	234
Secondary .....	1,008	1,341	1,465
Negro .....	750	1,165	1,083
Elementary .....	420	450	390
Secondary .....	330	715	693
Indian .....	22	26	22
Elementary .....	14	15	10
Secondary .....	8	11	12
Total .....	2,427	2,840	2,804
Elementary .....	1,081	773	634
Secondary .....	1,346	2,067	2,170

Some of the facts as revealed by this

part of the study are as follows:

1. The output of white teachers appears to be stabilized, even in the face of the fact that college enrollments are much greater than in 1940-41.

2. The trend is away from the training of elementary teachers and an increase in the output of secondary school teachers. For white teachers, the ratio of output of secondary to elementary teachers for the years indicated was 1.56 to 1 in 1941; 4.35 to 1 in 1949; and 6.26 to 1 in 1950.

### Teacher Demand

The third, or teacher demand, part of the study shows the number of new teachers employed in 1949-50, a new teacher being defined as one who did not teach anywhere the next preceding year. Dr. Hillman's investigation showed "new teachers" as follows:

	Elementary	Secondary	Total
White .....	1,433	1,047	2,480
Negro .....	361	183	544
Indian .....	18	6	24
Total .....	1,812	1,236	3,048

### Summary

Considering the study as a whole, it is observed that

1. There were in 1948-49 a total of 3,583 teachers with less than Class A, Certificates: white 3,241; Negro 278; and Indian 64.

2. There was in 1949-50 a demand for 3,048 new teachers; white 2,480; Negro 544; and Indian 24.

3. The total potential demand, therefore, in 1949-50 would be 6,631; white 5,721; Negro 822; and Indian 88.

4. Output, however, for 1950 was only 2,804; white 1,699; Negro 1,083; and Indian 22.

5. This leaves a net shortage in trained teaching personnel of 3,827; 4,022 white; surplus of 261 Negroes; and 66 Indian.

This picture is entirely different when an analysis is made on training basis, both area (elementary and secondary) and subject field.

1. There is a definite shortage of white elementary teachers, only 234 were turned out as against a demand for 1,433 new teachers, to say nothing of the need for replacing elementary teachers with less than Class A Certificates.

2. There is an over-supply of Negro elementary teachers as well as of secondary teachers in general.

3. In certain subject fields, the output of secondary teachers exceeds the demand, especially English, physical education, and social studies.

# I. CERTIFICATE STATUS OF THE TEACHING PERSONNEL, 1948-49\*

Certificate	WHITE					
	County Units		City Units		Total	
	Number of Teachers	Per Cent of Total	Number of Teachers	Per cent of Total	Number of Teachers	Per cent of Total
Graduate	253	1.88	420	7.84	673	3.58
Class A	10,261	76.24	4,639	86.64	14,900	79.20
Class B	1,443	10.72	106	3.10	1,609	8.55
Class C	634	4.71	28	.52	662	3.52
Elementary A	310	2.30	14	.26	324	1.72
Elementary B	205	1.52	9	.17	214	1.13
Non-Standard	354	2.63	78	1.46	432	2.30
Total	13,460	100.00	5,354	100.00	18,814	100.00

Certificate	NEGRO					
	County Units		City Units		Total	
	Number of Teachers	Per Cent of Total	Number of Teachers	Per cent of Total	Number of Teachers	Per cent of Total
Graduate	113	2.29	300	13.05	413	5.68
Class A	4,625	92.96	1,958	85.18	6,583	90.50
Class B	168	3.37	18	.75	186	2.56
Class C	36	.72	3	.14	39	.53
Elementary A	10	.20	0	.00	10	.14
Elementary B	4	.08	1	.05	5	.07
Non-Standard	19	.38	19	.83	38	.52
Total	4,975	100.00	2,299	100.00	7,274	100.00

INDIAN AND GRAND TOTAL					
Graduate	0	0.00	1,086	4.14	
Class A	96	60.00	21,579	82.21	
Class B	51	31.875	1,846	7.03	
Class C	1	.625	702	2.68	
Elementary A	0	0.00	334	1.27	
Elementary B	2	1.25	221	.84	
Non-Standard	10	6.25	480	1.83	
Total	160	100.00	26,248	100.00	

\* Does not include classified principals and superintendents.

## Puerto Rican School System Expands

Public and private schools in Puerto Rico enrolled 460,092 pupils last fall—5% more than a year ago.

This means that one out of every five Puerto Ricans is in school. But the Insular Government must square up to the problem of providing school facilities for one out of every three persons on the island.

An estimated 300,000 youths between 6 and 18 are attending no classes at all. This includes 243,000 of grammar school age.

To put every school-age Puerto Rican in class and raise standards to more-or-less mainland level, Education Commissioner Mariano Villaronga estimates the island would have to spend an additional \$26,500,000 a year. The island needs more teachers, classrooms and textbooks and would have to raise teachers' salaries.

Today the Insular Government is spending around \$25,000,000—over 40% of its budget on education. Literacy has mounted to more than 75%. Twenty times as many are in schools. And through his Communal Education Division, Villaronga has launched a campaign to stamp out illiteracy.

## I LIKE CONVENTIONS

*Every convention is the best one I ever attended!*

*I like to see the guys all dolled out in their Christmas ties and Sunday suits.*

*I like to have folks I haven't seen for ages greet me by my first name, even though I may not know them from Adam's off ox.*

*I like the nudging, jostling, and mumbling of hotel lobbies.*

*I like the tall tales and loud guffaws of hotel rooms and street corners.*

*I like the gay store windows filled with merchandise marked down (probably after it was marked up) to catch the unguarded eyes and pocket-books of conventionnaires.*

*I like the long lines in cafeterias where you can see what everybody else is eating.*

*I like the squeak of new shoes tip-toeing down the aisle as their embarrassed owner attempts to slip in late but unnoticed.*

*I like the speeches which inspire me, inform me, and tickle me.*

*I like to reminisce for months to come about the folks I saw, the yarns I heard, the lessons I learned at THE GREAT CONVENTION OF THEM ALL—By A. D. Holt, President of the NEA, in The Tennessee Teacher.*

## H. S. Library Group Has 435 Members

There are now 435 members of the North Carolina High School Library Association, according to Gilbert Murphy, President.

Membership in this organization is composed of student library assistants in the high schools of the State.

The Association was organized in 1947. It has for its purposes: (1) increasing pupil interest and participation in school library work; (2) promoting better understanding and cooperation between local and State high school library clubs; and (3) arousing interest in the study of librarianship as a profession. Dues are 25¢ per member per year.

## Foundation Issues Leaflet on Polio Preparedness

A pamphlet entitled "A Message About Polio" has been sent to all superintendents in sufficient quantity to distribute one to each school child in North Carolina by the National Foundation for Infantile Paralysis.

This distribution of pamphlets is a part of the Foundation's preparedness program in the education of both children and parents regarding polio. Children were instructed to take the pamphlets home to their parents. The pamphlet, which was made possible by the March of Dimes Drive, describes polio symptoms and outlines precautions which should be taken during the polio "season." It also explains the function of the local chapter in providing medical care for polio patients.

In a letter to county and city superintendents, State Superintendent Clyde A. Erwin endorsed the distribution of the pamphlets. In his letter Supt. Erwin stated, "I believe you will agree that the superintendents of North Carolina can give fine assistance in the distribution of this informative material. I hope you will see that each child in your school system receives one of these pamphlets, with instructions to carry it home to his parents."

According to Jack E. McGee, State Representative of the Foundation, "No one can predict what polio in 1950 holds for North Carolina. We remember with what severity the State was stricken during the past five years, and so we must be prepared."

Teachers are urged by Mr. McGee to write the name, address and telephone number of the local National Foundation for Infantile Paralysis Chapter on the blackboard and to instruct pupils to enter it in the space provided on each pamphlet.



## UNITS VOTE MORE THAN \$50 MILLION IN BONDS FOR SCHOOL BUILDINGS

More than \$50 million in bonds for the erection of new school buildings have been voted since July 1, 1948, according to figures tabulated recently by John L. Cameron, Director Division of Surveys, State Department of Public Instruction.

Mr. Cameron's tabulation shows a total of \$47,447,000 had been voted from July 1, 1948 to March 1, 1950. He also showed elections pending for April in a total amount of \$15,365,000. In addition, a few units voted \$3,450,000 during the 1945-47 period.

According to Mr. Cameron the following units have voted bonds for school buildings:

Alamance	\$2,900,000
Beaufort	800,000
Burke	281,000
Cabarrus	2,337,000
Caldwell	600,000
Caswell	12,000
Catawba	3,750,000
Chowan	400,000
Cleveland	1,500,000
Columbus	685,000
Davie	800,000
Durham	3,000,000
Forsyth	5,000,000
Gaston	3,000,000
Gates	75,000
Jackson	450,000
Lee	632,000
Macon	914,000
Mecklenburg	3,124,000

Mitchell	300,000
Rocky Mt.	1,250,000
Moore	375,000
Southern Pines	135,000
Orange	1,000,000
Pasquotank	800,000
Person	491,000
Pitt	475,000
Greenville	250,000
Asheboro	450,000
Richmond	1,750,000
Robeson	3,000,000
Rockingham	3,100,000
Rowan	63,000
Sampson	90,000
Stanly	470,000
Stokes	47,000
Surry	600,000
Washington	100,000
Wayne	749,000
Wilson	1,212,000
Yadkir	480,000

Total \$47,447,000

Elections pending for April include the following units:

Buncombe	April 18	\$ 5,500,000
Davidson	April 22	3,500,000
(Including Thomasville and Lexington)		
Henderson		800,000
Stanly	April 11	1,315,000
Wake and Raleigh	April 20	4,250,000
		\$15,365,000

## Association Settles Controversy

The controversy over the presidency of the North Carolina Education Association was settled April 1 after a recount of ballots by the canvassing committee showed that C. M. Abernathy, Superintendent of Caldwell County schools, had been elected by a majority of 41 votes over Mrs. Margaret McDermott, classroom teacher of Winston-Salem.

There was no contest over the vice-presidency, as A. B. Gibson, Superintendent of Laurinburg City schools, was elected to that position by a large majority.

## Schools to Step-up Teaching Safety Education

A check list to be used in the evaluation of the teaching of safety has been distributed by John C. Noe, Adviser Safety Education, State Department of Public Instruction, to all schools of the State.

This check list, which comprises 214 "yes-no" questions, is a part of an effort to step-up the program of safety in the public schools. Other parts of this program include Driver Education Schools, dates to be announced later, and the inauguration of uniform forms upon which all school accidents will be reported.

Reports of accidents in trade classes were begun last fall and a system of reporting in industrial arts classes was started on January 1 of this year. It is anticipated that before many months a system of accident reporting covering every activity of the local school program be initiated.

From September 1949 to January 1950, reports from 136 trade classes with an average attendance of 2,156 show a total of 597,559 man hours worked. During this period there were four lost-time accidents involving 11.5 days lost from school. Both frequency and severity accident rates in these classes were markedly below industrial rates.

Another step in the increased emphasis on safety, according to Mr. Noe, is the effort to get local Red Cross chapters to pay the expenses of one teacher from each administrative unit to attend one of their 10-day accident prevention and first-aid schools, one for whites to be held at Brevard, N. C. and one for Negroes at Nashville, Tennessee. Persons taking these short courses will be qualified to carry on and offer an in-service teacher training program in their units in the field of first-aid and accident prevention.

## N. C. College Conference To Meet in Winston-Salem

The North Carolina College Conference will depart from its usual custom of meeting at the O. Henry Hotel in Greensboro and meet next year at the Robert E. Lee Hotel in Winston-Salem, it is announced by Dr. James E. Hillman, Secretary-Treasurer.

The meeting will be held on November 8 and 9.

A feature of next year's meeting, Dr. Hillman stated, will be a panel discussion on Good Teaching. The subject will be discussed at the secondary school, junior college and senior college levels. Time will be allowed for active participation of the audience.

The North Carolina College conference is composed of representatives from the junior and senior colleges for white students and the State Department of Public Instruction. Dues are \$20 annually for senior colleges and \$10 for junior colleges.

## House Committee on Education and Labor

The House Committee on Education and Labor of the 81st Congress consists of the following persons: John Lesinski (Mich.), Chairman; Graham Barden (N. C.); Augustine B. Kelley (Pa.); Adam C. Powell, Jr. (N. Y.); John S. Wood (Ga.); John F. Kennedy (Mass.); Wingate H. Lucas (Texas); Cleveland M. Bailey (W. Va.); Leonard Irving (Mo.); Carl D. Perkins (Ky.); Charles R. Powell (N. J.); Hugo S. Sims, Jr. (S. C.); Andrew Jacobs (Ind.); Thomas H. Burke (Ohio); Tom Steed (Okla.); and Roy W. Wier (Minn.), all Democrats. Samuel K. McConnell, Jr. (Pa.); Ralph W. Gwinn (N. Y.); Walter E. Brehm (Ohio); Wint Smith (Kans.); Carroll D. Kerns (Pa.); Richard M. Nixon (Calif.); Thurston Ballard Morton (Ky.); Thomas H. Werdell (Calif.); and Harold H. Velde (Ill.), all Republicans.

## Mrs. Maley Appointed to National Committee

Mrs. Anne W. Maley, State School Lunch Supervisor, was recently appointed Chairman of the Facilities Committee of the National School Food Service Committee.

This Committee was authorized at a recent conference in Washington of the National School Food Service Committee. It was agreed that such a committee be appointed with members composed of recognized school lunch personnel throughout the nation.

## Teachers and Students May Travel at Low-Cost

American teachers who look forward to traveling during their summer vacations, or who want to interest their students in travel, can choose from a wide variety of low-cost hosting trips scheduled by American Youth Hostels, 6 East 39th Street, New York City.

In addition to 27 trips in this country and abroad sponsored by the National Headquarters of AYH, hundreds of shorter trips are planned by AYH Local Councils throughout the U. S., many of which will cost as little as \$1.25 a day.

Hosteling—inexpensive hiking or cycling along established routes with overnight stays in hostels maintained by Local Councils of interested citizens—has long been a popular mode of travel for young people abroad, and is attracting many followers in this country.

Trips sponsored by the AYH National Headquarters will range in length from five to ten weeks and will start in late June and early July. On these trips, hostellers will travel in small mixed groups with trained leaders. Estimated costs range from \$115 for some trips in the United States to \$780 for trips to North Sea and Mediterranean areas. In all cases costs cover the entire trip from starting to finishing points. For overseas trips this means embarkation and debarkation points.

Hostel accommodations are located in barns and farm buildings, in cabins and private homes, and are supervised by resident houseparents. Each hostel provides separate sleeping quarters and washrooms for young men and women, a common kitchen where hostellers may cook their meals and in many cases recreational facilities. Hostellers travel light, knowing that they will find clean blankets, clean beds and cooking utensils at each hostel.

Details of itineraries and costs of trips are available on inquiry at AYH National Headquarters, 6 East 39th Street, New York 16, N. Y.

## Board Allots Additional Funds for School Construction Total of \$11,227,113.99 Since Last September

At the April 6 meeting of the State Board of Education, a further allotment of \$2,664,131.66 was made from the State School Plant Construction, Improvement and Repair Fund.

This eighth monthly allotment makes a total of \$11,227,113.99 so far that has been approved for improving the public

school plants of the State. A \$50 million fund was set up by the General Assembly of 1949, \$25 million as a direct appropriation and a second \$25 million in bonds which was voted by the people.

A month by month value of projects approved by the Board by races is shown in the following table:

VALUE OF BUILDING PROJECTS APPROVED  
FROM STATE SCHOOL PLANT CONSTRUCTION;  
IMPROVEMENT AND REPAIR FUND

1949-50	Total	White	Negro	Indian
September .....	\$ 1,568,105.60	\$1,368,105.60	\$ 200,000.00	\$ .....
October .....	1,087,296.23	578,550.86	508,745.37	.....
November .....	970,047.19	736,901.42	233,145.77	.....
December .....	1,236,882.08	770,210.34	466,671.74	.....
January .....	1,098,528.05	667,483.87	286,422.29	144,621.89
February .....	1,459,379.60	1,013,023.59	343,262.81	103,093.20
March .....	1,144,243.58	704,854.50	439,389.08	.....
April .....	2,662,631.66	1,965,939.33	696,692.33	.....
Total .....	\$11,227,113.99	\$7,805,069.51	\$3,174,329.39	\$247,715.09
Per cent .....	100.00	69.5	28.3	2.2

## University Plans Program for Teachers of Special Classes

In cooperation with the State Department of Public Instruction, the University School of Education has planned a six weeks program of work for public school teachers: (a) who are now teaching special classes, (b) who expect to take over work of this type, or (c) who are interested in newer techniques of dealing with slow-learning pupils. It was recently announced by Guy B. Phillips, Dean School of Education, University of North Carolina, Chapel Hill.

Teachers will enroll in the course for six quarter hours of credit and will be expected to take one additional half course of three quarter hours in some related area. Certificate renewal credit will also be granted. Arrangements have been made to operate a special class of 20 children enrolled to be used for observation purposes.

A staff of outstanding leaders in the field of special education have been procured to assist in giving the course. Some of these are: Howard Jay Hickey, Director of Special Education of the Streater, Illinois, Public School System; Arthur V. Briskin of the Radio Department of the University of North Carolina; Ada Valentine, Special Education Teacher of the Durham City Schools; and the following from the University School of Education: Dr. H. A. Perry, Charles Milner, Dr. James S. Tippet, Marian Young, Margaret Kolp, and A. M. Jordan.

## Office of Education To Serve As Central Film Registry

Federal Security Administrator Oscar R. Ewing announced recently that, at the direction of the President, the Federal Security Agency, Office of Education, will make a periodic compilation of information on U. S. Government films and publish a catalog of such films available for public use.

"The procedures for the installation of a central source of information about all Government films has been established by the Bureau of the Budget (Circular A21, just issued)" (February 13, 1950), said Administrator Ewing. "The plan for a central film registry was developed in cooperation with those Government agencies having extensive film programs. The Circular outlines the advantages both to the public and to the Government of such a central film registry."

It was pointed out that the complete catalog of all Government films available for public use, prepared under the directive just announced, will be ready this summer. The Office of Education estimates it will contain 2,500 items and will give specific information on the content of each film, its technical specifications, accessibility, and value for use in schools, with adult groups, and on television programs. When available, copies of the catalog may be purchased at a nominal price from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

County Units	No. of High Schools			No. with Agriculture			Enrollment in Agriculture			Amount Paid Ag. Teachers	
	W	N	Total	W	N	Total	W	N	Total		\$
Alamance	10	3	13	4	2	6	181	82	263		21,552.20
Albany	3	1	4	1	1	2	108	27	135		7,752.30
Allegheny	2	1	3	2	1	3	108	140	248		17,328.00
Anson	6	4	10	6	4	10	200	140	340		36,252.76
Ashe	9	1	10	1	1	2	1	30	31		3,477.60
Beaufort	5	3	8	5	2	7	240	240	480		19,488.00
Bertie	7	1	8	3	2	5	108	82	190		17,940.00
Bladen	5	4	9	5	3	8	205	124	329		39,044.06
Brunswick	10	3	13	10	3	13	587	38	625		39,571.40
Burke	6	1	7	11	1	12	58	58	116		3,079.80
Cabarrus	6	6	12	5	5	10	255	255	510		15,122.20
Caldwell	7	3	10	1	1	2	57	57	114		3,891.60
Carteret	6	2	8	1	1	2	35	35	70		3,891.60
Caswell	15	1	16	4	1	5	118	77	195		16,081.60
Chawata	11	1	12	2	1	3	93	35	128		11,536.80
Cherokee	1	2	3	1	2	3	70	70	140		7,452.40
Chowan	1	1	2	1	1	2	40	40	80		3,187.80
Clay	1	1	2	1	1	2	58	171	229		3,891.60
Columbia	12	5	17	18	3	21	309	120	429		40,925.83
Craven	5	5	10	2	1	3	61	51	112		10,934.80
Cumberland	7	2	9	4	2	6	179	103	282		21,676.51
Cumuck	2	1	3	3	4	7	53	53	106		5,663.31
Dare	1	1	2	8	1	9	322	322	644		24,454.60
Davidson	14	14	28	8	3	11	322	28	350		9,999.00
Davidson	14	14	28	8	3	11	322	28	350		9,999.00
Deane	1	1	2	1	1	2	77	105	182		3,336.60
Durham	6	3	9	4	2	6	150	77	227		23,336.60
Edgecombe	2	3	5	3	6	9	153	150	303		20,337.20
Forsyth	12	1	13	6	1	7	208	85	293		23,571.40
Franklin	8	2	10	3	1	4	208	30	238		20,352.00
Gaston	12	1	13	6	1	7	208	30	238		20,352.00
Gates	2	1	3	4	2	6	75	45	120		11,617.80
Graham	3	2	5	1	1	2	146	46	192		3,891.60
Greene	4	2	6	1	1	2	134	35	169		15,528.50
Gulford	15	3	18	7	1	8	292	26	318		39,429.00
Halifax	14	3	17	3	3	6	101	144	245		20,749.60
Hatteras	1	3	4	3	2	5	361	96	457		33,848.80
Haywood	3	15	18	3	15	18	240	240	480		18,522.20
Henderson	3	2	5	6	5	11	240	105	345		14,186.40
Hertford	3	2	5	2	2	4	69	105	174		14,186.40
Hoke	1	1	2	1	1	2	58	82	140		7,752.30
Hoye	1	1	2	7	1	8	32	38	70		3,079.80
Iredell	9	1	10	7	1	8	262	38	300		29,679.00
Jackson	14	3	17	1	1	2	135	135	270		11,122.80
Johnston											
Lee	4	1	5	1	1	2	26	41	67		3,187.80
Lee	4	1	5	1	1	2	107	38	145		15,706.40
Lenoir	4	1	5	3	1	4	266	38	304		25,733.20
Lenoir	4	1	5	3	1	4	266	38	304		25,733.20
Lincoln	1	1	2	1	1	2	180	41	221		10,934.80
Madison	1	1	2	1	1	2	180	41	221		10,934.80
Madison	1	1	2	1	1	2	180	41	221		10,934.80
Madison	1	1	2	1	1	2	180	41	221		10,934.80
Madison	1	1	2	1	1	2	180	41	221		10,934.80
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Madison	1	1	2	1	1	2	180	41	221		10,934.80
Madison	1	1	2	1	1	2	180	41	221		10,934.80
Madison	1	1	2	1	1	2	180	41	221		10,934.80
Madison	1	1	2	1	1	2	180	41	221		10,934.80
Madison	1	1	2	1	1	2	180	41	221		10,934.80
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Madison	1	1	2	1	1	2	180	41	221		10,934.80
Madison	1	1	2	1	1	2	180	41	221		10,934.80
Madison	1	1	2	1	1	2	180	41	221		10,934.80
Madison	1	1	2	1	1	2	180	41	221		10,934.80
Madison	1	1	2	1							





## Superintendent Erwin Appoints Music Supervisor

State Superintendent Clyde A. Erwin recently announced the appointment of Arnold E. Hoffmann as State Supervisor of Music Education.

This position in the State Department of Public Instruction was established by the General Assembly of 1949. It is Mr. Hoffmann's duty, according to Superintendent Erwin, to supervise and promote music education in the public schools of the State. He will also work with various music departments of our institutions of higher learning and other agencies and organizations interested in the promotion of music in North Carolina.

Mr. Hoffmann comes to the State Department from Tallahassee, Florida, where he has been a member of the faculty of the School of Music at Florida State University. He is a graduate of Miami University, Oxford, Ohio, with a B.S. in education, 1933. In 1937 he received a Master of Arts degree with a major in Music from Ohio State University. Since that time he has done extensive graduate work at the University of Cincinnati, Colorado State College of Education and the University of Colorado. He has also studied at the Cincinnati Conservatory of Music, and the Christiansen Choral School. In his college days he was president of Phi Mu Alpha, honorary music fraternity, winner of the Atwater Kent Vocal Auditions, flute and piccolo soloist with the University Orchestra and Band.

Mr. Hoffmann has had sixteen years of teaching experience in the schools and colleges of Ohio. Starting with a position at Amanda, Ohio, a centralized school where he was the first music teacher, he went on to other teaching positions which included both vocal and instrumental work in all types of schools, including supervision of the music in the large city system of Youngstown, Ohio. In 1941 he became head of the Music Department at Youngstown College and in 1946 left there to join the Music Education faculty of his Alma Mater, Miami University. After three years there as Associate professor of Music Education, he went to Florida State University, from which school he has come to North Carolina.

In recent months, Mr. Hoffmann's writings have appeared in several musical and educational magazines, including the Florida School Bulletin, the Educational Music Magazine, Music Educators' Journal and The Instrumentalist. His recent article in the Music Educators' Journal, titled "Music for



ARNOLD E. HOFFMANN

Everyday Living," a discussion of the possibilities of the General Music Class in the schools, has aroused wide interest and comment.

## DE Clubs Hold National Meet in State

The National Convention of Distributive Clubs met in Asheville, April 16-19. North Carolina had five official delegates to this meeting. State Superintendent Clyde A. Erwin was the principal speaker at the banquet on April 17. The program was also attended by T. Carl Brown, State Supervisor of Distributive Education.

## 44% of State's High Schools Have less Than Six Teachers

Four hundred and twenty-nine, or 44 per cent, of North Carolina's public high schools have less than six teachers, according to a tabulation of schools by number of teachers.

There are 965 public high schools, the tabulation shows. Of this number 26 have one teacher, 30 have two teachers, 92 have three teachers, 132 have four teachers, and 149 have five teachers—a total of 429. The remaining 536 schools have six or more teachers.

Of this 429 small schools, 292 are attended by white students and 137 by Negroes; 389 of the number are in county units and 40 are in city units.

## Supervisors Hold Three Day Conference

More than 200 supervisors of instruction including approximately 50 supervisors of special subjects, such as art, music, physical and health education and libraries met in Raleigh March 6-9 for a State-wide conference.

The conference was opened by Dr. J. Henry Highsmith, Director Division of Instructional Service. State Department of Public Instruction, who explained "What Constitutes a Good Supervisory Program".

Other speakers at the opening session of this conference included State Superintendent Clyde A. Erwin and Dr. R. M. Fink, Consultant in Mental Hygiene for the School-Health Coordinating Service.

At a dinner meeting held Tuesday night Julia Wetherington of the Department of Public Instruction described her recent trip to Germany.

## Doctor Blames Poor Vision for Highway Accidents

Sixty-mile-an-hour driving with thirty-mile-an-hour vision was blamed recently for a large part of the mounting toll of highway accidents.

"More than 45 per cent of all driver license applicants have visual problems that will handicap them in safe driving unless they are corrected," Dr. John B. O'Shea, president of the American Optometric Association, said. "One out of every six of these is completely unaware that his vision is unsafe until it is called to his attention.

"By proper optometric care most drivers can have their vision brought up to par. The trouble today is that millions are driving beyond their visual capacities. They fail to see stop signs or other danger signals until it is too late. They drive sixty or seventy miles an hour with vision hardly adequate for driving thirty miles an hour."

Here are Dr. O'Shea's recommendations:

1. Higher standards for state visual tests given to driver license applicants.
2. Periodic re-examination of driver's vision.
3. Greater realization of the importance of vision to safe driving and, consequently, voluntary correction of visual problems.
4. Driving within visual capacities. Everyone should observe all speed regulations. If necessary, one should further restrict his driving speed to be always certain he can stop within the distance he can see clearly.

## Drop-outs Drop

Drop-outs, those pupils who enroll in school but leave for one cause or another before the end of the term, tend to decrease during recent years, according to a calculation just made by H. C. West, Statistician for the State Department of Public Instruction.

In 1946-47, Mr. West's figures show, there were 51,804 drop-outs, 6.1 per cent of those enrolled. This number decreased to 49,557 in 1947-48, or 5.8 per cent of enrollment. A year later, 1948-49, there were 41,626 pupils in this category, or 4.8 per cent of the number enrolled. Thus there were over 10,000 fewer school leavers in 1948-49 than in 1946-47, Mr. West points out, or nearly 20 per cent decrease.

A division by races shows the percentage decrease of drop-outs for Negroes is greater than that for white children, from 6.5 to 4.7 per cent in the case of Negroes and from 5.9 to 4.9 per cent for whites. A table showing these facts follows:

	1946-47	1948-49
Enrollment .....	845,601	864,154
Membership* .....	793,887	822,528
Drop-outs .....	51,804	41,626
Per cent .....	6.1	4.8
White		
Enrollment .....	588,553	602,619
Membership* .....	553,571	573,161
Drop-outs .....	34,982	29,458
Per cent .....	5.9	4.9
Negro		
Enrollment .....	257,138	261,535
Membership* .....	240,316	249,367
Drop-outs .....	16,822	12,168
Per cent .....	6.5	4.7

\* Last day of school

## Coronet Releases New Instructional Films

The challenging motion picture, "Two Views on Socialism," leads off Coronet Films' selection of instructional films released in February. In pre-release showings before civic leaders and educators, the film was acclaimed as being, "a commendable contribution to understanding an important problem confronting our society today."

Also in Coronet's Guidance Series of films are "How to Think," "How We Cooperate," and "Overcoming Fear"—important new contributions to class counseling programs.

"France: Background for Literature," takes students on a valuable tour of the France that they meet in famous prose and poetry and "Earning Money While Going to School" provides a practical guide for students who want to take on part-time work.

## SCHOOLS LIBRARY PROGRAM CONTINUES TO GROW

North Carolina's school library program continues to grow, according to Eloise Camp, State School Library Adviser, State Department of Public Instruction.

"There is continued interest among pupils, teachers and administrators for improving library service," Miss Camp says. "This is demonstrated through repeated requests for workshops and conferences on the use of the library, through evaluations of library facilities and book collections, and through consultations on the planning of bigger and better school libraries."

During the past year, according to Miss Camp, the number of full-time trained librarians has increased from 179 to 213, and the number of part-time librarians with some training has increased from 651 to 750. During 1948-49 the average library expenditure was 90 cents per pupil. Since the State appropriation for the current year was increased by nearly 16 cents per pupil, total per pupil expenditure is expected to rise considerably.

Miss Camp ascribes two educational developments during the past year as

the factors that gave greater impetus to this growth and development of school libraries: First, was the fact that the 1949 General Assembly made provision for the employment of supervisors of instruction to be paid from State funds. Of the 225 persons employed under this permissive legislation, 203 are general elementary supervisors, three high school, and the remaining 19 are supervisors of special subjects. There were also 46 other supervisors of special subjects paid from local funds. Of the total 65 special subject supervisors, 16 were library supervisors. Both general supervisors and the 16 special library supervisors are aware that an enriched curriculum depends upon good library service which must begin in the primary grades.

A second factor contributing to library growth, according to Miss Camp, is the \$50 million building program now getting under way in the State. In the planning of these new school buildings, school libraries are being given every consideration possible. High school libraries are being given more adequate space, and more central libraries are rapidly coming into existence.

## Teachers Say 25 Pupils Ideal Class

Teachers' opinions on class size are reported in a study, "What Teachers Say About Class Size," recently released by the Office of Education, Federal Security Agency.

To secure the desired information, as a basis for the study questionnaires were sent to 576 teachers in 193 high schools representing all public secondary schools of 500 or more pupils. Six of the questions asked dealt with teachers' opinions on classes of large, small, and ideal size. The other two questions asked the teachers how many pupils and how many classes they taught in an average day.

An analysis of the answers given by teachers queried shows that "social studies classes are larger and may be larger than either English or ninth and tenth grade mathematics classes." On an average teachers feel that a small class contains 16 to 18 pupils, a large class 34 to 36 pupils, and an ideal class 25 pupils. There was less variety in response to the question, "How many pupils constitute a class of ideal size?" than to the questions dealing with large and small classes.

More than three out of every five teachers who responded included some kind of comment. About one third of the comments "concerned the relation of class size to the instruction, needs and welfare of the individual pupil." A substantial number of teachers also stressed the "opportunity for improved teaching in smaller classes or classes of ideal size." On the other hand, there were opinions expressed that a class which is too small may be lacking in stimulation because of the limited experiences of the pupils.

Commissioner of Education Earl James McGrath under whose supervision the report was prepared, points out that "the teachers generally expressed the thought that smaller classes would benefit the majority of pupils." The data indicates that almost all teachers having classes averaging 30 or more pupils desire smaller classes, and teachers having classes averaging 29 or fewer pupils show a 3 to 2 preference in favor of smaller classes.

Copies of the bulletin, Circular No. 311, may be obtained from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 20 cents each.



## Greensboro Opens Radio Station

Greensboro City administrative unit opened a FM radio station recently, according to B. L. Smith, superintendent.

The tiny, non-commercial educational station operates on a program schedule of 30 minutes a day from 2 to 2:30 p.m. Call letters WGPS have been assigned to the station.

Main studios and transmitter are located at Senior High School, with a branch for Negroes at the J. C. Price School. Programs will be part instructional, part entertainment and part public relations, Superintendent Smith stated.

"This instrumentality should prove beneficial to our school system, not only as a means of improved instruction, but also as a way of interpreting the schools and eliciting school support," Smith added.

## "Teaching the Peace" Given Top Priority by Educators

"Teaching the peace" was given top priority in a list of tasks facing the nation's educators, in a roundup view highlighting in retrospect the four-day discussions held recently at Atlantic City during the annual convention of the American Association of School Administrators.

While "Teaching the peace" was placed at the top of the list of school needs, the biggest thing that has been happening lately to education throughout the nation, according to Worth McClure, executive secretary of the AASA, is an awakened interest among laymen.

"The most significant movement going on in education today," he said, "is the increased participation of lay citizens."

Among the school needs listed by Dr. Givens and others, in addition to "teaching the peace," were: emphasizing basic skills necessary for clear and objective thinking, such as reading, listening, discussing, evaluating, etc.; teaching for real life; serving all the children of all colors, economic classes, and abilities; providing public education extending from the kindergarten through a two-year community college; building better school buildings; improving school financial support so that each child everywhere may have at least a minimum education; improving teaching through better training; finding and being able to pay for an adequate supply of good teachers; improving school-community relationships.—Edpress News Letter, March 18, 1950.

## Never Too Early to Teach International Understanding

It's never too early to start teaching children international understanding, says Della Goetz, author of a new publication "World Understanding Begins With Children" issued by the Office of Education, Federal Security Agency.

Miss Goetz explains that "in the elementary grades international understanding is not a high-powered course in political science or international diplomacy or a lot of sentimental sentences about the quaint customs and picturesque costumes of the Burmese or Brazilians." "World Understanding Begins With Children" defines international understanding as a process of learning to appreciate and respect individuals. The essential job for teachers is to help children see the similarities and differences in people's lives and customs, and to help them get an idea of what people in other countries think about their problems and why they think that way.

The Office of Education pamphlet includes suggestions to teachers for improving their own backgrounds and assembling materials for the class. Pen pals in other countries, good films or slides, newspaper articles, and the study of modern language are specially recommended. Organizations which provide free or inexpensive materials on other countries, which are suitable for elementary grades, are listed.

"World Understanding Begins With Children" (Bulletin 1949 No. 17) is for sale by the Superintendent of Documents, Government Printing Office, Washington 25, D.C. for 15 cents.

## 68.5% Nation's Solons Are College Graduates

College graduates make up 68.5 per cent of the Nation's lawmakers, a special section of *Senior Scholastic* on Congress at Work for February shows.

Seventy-one of the 96 Senators and 293 of the 435 Representatives are college graduates. Eleven Senators and 90 Representatives attended college some. Fourteen Senators and 52 Representatives have only a high school education or less.

Lawyers predominate as to former occupations of the Nation's legislative body, with 235 in the House and 66 in the Senate. Of the remaining 200 in the House, 81 were businessmen, 37 farmers, 21 newspapermen, 20 teachers, and 41 miscellaneous. The 30 non-lawyer Senators had the following occupations: 16 businessmen, 9 farmers, and 5 miscellaneous.

## New Flag Roster Issued by United Nations

The United Nations Department of Public Information has announced the availability of a new poster illustrating the flags of the 59 member nations in full color. The poster, which measures 8½ x 11", also contains a reproduction of the flag of the United Nations adopted by the General Assembly on 7 October 1947.

The flag poster has been designed to meet the many requests from teachers, students, and other groups for a flag poster of convenient size for classroom or individual study.

The new flag posters are priced at 10c each. For bulk orders of 100 or more copies, the charge is 5c per copy.

Requests for the flag poster should be addressed to the Sales and Circulation Section, United Nations, Lake Success, New York, and payment should accompany orders.

## Canada Has Democratic Public School System

Education in Canada is democratic. Public schools are free and attendance is compulsory to the age of 14 or 16, depending upon regulations in the provinces and municipalities which maintain them.

There are separate schools for religious minorities in four provinces—Protestant in Quebec and Catholic in three others. A small proportion of the nation's youth attend privately operated schools which follow provincial standards.

Study programs are flexible in the secondary schools. College preparatory curricula, composite courses for general education, vocational training, commercial studies, home economics and agricultural courses are offered.

Sports and physical training are important and there is a growing emphasis on health programs. Regular dental and medical check-ups are provided in many schools and nursing services in some. There are free milk and lunches for the younger pupils in many communities.

New techniques in education are widely used, including the learning by project method. Films are being used and a regular series of broadcasts is carried to classrooms in every section of the country by the networks of the Canadian Broadcasting Corporation in cooperation with provincial authorities.

There are 30 degree-granting universities in Canada. About three per cent of the present Canadian youth become university graduates.

## Yearbook Contains PR Techniques

"Public relations begins with good schools. Public relations develops as the school executive develops means for taking people into partnership to make good schools better. It calls for no magic formula."

So states the 1950 Yearbook of the American Association of School Administrators "Public Relations for America's Schools."

This volume of 497 pages has been hailed as one of the finest guides to public relations published within the last two decades. In the hands of the school administrator and the teacher, the Yearbook can become a practical tool for improving or refining public relations.

A recent supplement to the Educator's Washington Dispatch illustrates in a concrete way the Yearbook's treatment of public relations with some sample questions and answers.

Copies of the Yearbook may be ordered from the AASA office at NEA headquarters in Washington, D. C.

The commission which prepared the 1950 Yearbook was headed by Paul J. Misner, Superintendent of Schools, Glencoe, Illinois.—Nebraska Education News.

## United Nations Produces Documentary Record Album

An album of phonograph records, telling in dramatic, documentary style the living story of the United Nations, is being produced at Lake Success and will be ready for sale to schools, libraries and community organizations this summer. The origin, scope, aims and achievements of the United Nations will be described, and the material used will be undated and have permanent value.

Produced primarily for its educational value, the album will, however, employ the techniques of top-flight radio documentary shows and will be of considerable interest to the general public. The material used will be historically authentic. Voices heard will be those of UN delegates and working teams who are helping to shape UN history not only around council tables at headquarters, but also in the field where UN representatives come into daily contact with people in all parts of the world. Producers of the album will draw upon the UN's rich library of recordings, numbering about 35,000 discs, as well as many thousands of feet of magnetic tape recordings which together comprise the aural history of the UN. There will be only one "pro-

## U. N. C. Recognizes Mississippi Program

The University of North Carolina has selected three Mississippi counties to serve as training centers for students in Health Education. Counties selected were Forrest, Bolivar, and Washington. Students will be supervised by the county health educator who is jointly employed by the local departments of health and education. Training will consist of first hand experience in school and community health.

## Lenoir Counselor Reports Activities

Guidance activities in the Lenoir city schools were recently reported by the counselor, Elizabeth McConnell, to State Supervisor Ella Stephens Barrett, State Department of Public Instruction.

Among the activities reported by Miss McConnell were the following:

1. The completion of a vocations file of occupational information in the library.
2. A testing program throughout the city system was set up.
3. Cumulative records were installed in the elementary grades, thus completing the installation throughout all grades.
4. A Better Manners Project for the entire student body in the high school was carried out.
5. Counseling with individual students upon vocational, health, attendance and personal problems.
6. Especial counseling with rising freshman class concerning the choice of courses for next year.

fessional" voice in the entire album—that of a narrator, whose prominent name and voice will be familiar to listeners. "This Is The UN" is the working title of the album.

To accommodate owners of various types of phonograph players, the album will be issued at standard speed (78 revolutions per minute—10 sides, 12" discs) as well as at the Long Playing speed (33-1/3 RPM). Playing time for the complete album will be approximately forty-five minutes; however, provision will be made for "segment" listening so that the album may be studied sectionally. For the convenience of schools, each album will be accompanied by a Teachers and Discussion Leaders Manual.

Inquiries about this Documentary Record Album can be sent to the Education Section or to the Non-Governmental Organizations Section, Department of Public Information, United Nations, Lake Success, New York.

## War Takes Big Part Federal Tax Dollar

More than seventy cents out of every dollar the Federal Government is spending in 1950 is taken by defense and outlays arising from past wars, according to figures recently released by the Treasury Department.

Expenditures for defense, veterans, debt service, and international affairs will total \$31.7 billion this year. Maintenance of the general government and many departments and independent agencies will take \$9.3 billion. Social welfare agencies take the remaining \$2.3 billion.

The \$9 billion 1939 Federal budget was divided as follows: National defense \$1.1 billion; veterans services \$.6 billion; interest on public debt \$.9 billion; general government and departments \$2.4 billion; and social welfare \$.9 billion.

## Bolivian University Offers Spanish to American Students

As part of a plan to further cultural relations between the United States and Bolivia, the University of San Andres in La Paz is offering during July and August of this year a series of courses in Spanish and cultural subjects dealing with Latin America for North American students and teachers.

Pamphlets and posters describing courses and giving other information have been sent to the State University.

## Guidance Association Publishes Directory

On February 1, 1950, the National Vocational Guidance Association published a *Directory of Vocational Counseling Agencies*.

This Directory, prepared by the Ethical Practices Committee of the Association, lists individual practitioners as well as services and agencies which provide vocational guidance to the public and which meet certain minimum standards. It should prove very valuable and extremely helpful to educators, social workers, group workers, personnel men and every one called upon to help people in solving their educational and vocational problems. It provides them with much needed information concerning guidance agencies and thus help them to refer their clients intelligently.

This Directory sells for \$1.00 per copy, and it may be obtained from the Ethical Practices Committee of the National Vocational Guidance Association, Box 64, Washington University, St. Louis 5, Missouri.

## Units Employ 86 Negro Supervisors

North Carolina public schools employed 86 Negro supervisors of instruction during the current year, a recent tabulation shows.

Of the total, 78 were general elementary supervisors and 8 were supervisors of special subjects. The 78 elementary supervisors worked in 106 administrative units, 67 county and 39 city. A number of these 78 were employed jointly by two or more units.

The 8 supervisors of special subjects were as follows: three in Durham city for art, physical education and music, three in Greensboro for music, elementary libraries and art, a music supervisor in Rocky Mount and a health and physical education supervisor for Wake county.

## Freedom Foundation, Inc. Allocates Money for Seventy-Five School Awards

A \$50,000 school systems awards fund has been allocated by the Freedoms Foundation, Inc. to be awarded to the 75 school systems which submit descriptions of the finest programs designed to teach school children the fundamental principles of the American Way of Life.

Any program designed to teach pupils the fundamentals of the American Way of Life as stated in the Credo of the Freedoms Foundation oral, written or visual—developed and undertaken in any grade from kindergarten through high school between July 1, 1948 and June 30, 1950 is eligible.

Any county, town or city public school system or parochial school is eligible to enter. The entries will be divided into five categories based on total school system enrollment. Entry blanks and all accompanying material must be submitted on or before July 31, 1950 to be eligible.

The superintendents of the ten best school programs will be invited to Valley Forge to choose the material that will make up the "Freedom Libraries" consisting of books, films, pamphlets and documents that will be given as awards in the contest.

In addition, the 75 winning school systems will be invited to select one teacher and one pupil who have made the most effective contribution to their winning programs for an expense paid trip to Valley Forge.

Nomination blanks may be obtained by writing to Freedoms Foundation, Inc., Valley Forge, Pa.—Nebraska Education News.

## School Lunch Staff Hold Conference

State school lunch supervisors discussed the many phases of the School Lunch Program at a meeting in Raleigh on January 4-13. The conference was arranged by Mrs. Anne W. Maley, State Supervisor.

Among those appearing on the program were: Herbert Rorex of the Atlanta office; Robert Caviness, Chief Sanitarian, State Board of Health; A. B. Weber of the Markets Division, of the Department of Agriculture; and the following members of the State Department of Public Instruction: T. Carl Brown, Supervisor of Distributive Education, W. F. Credle, Director, Division of Schoolhouse Planning; E. W. Waugh, Design Consultant, Division of Schoolhouse Planning; and J. Warren Smith, Director, Division of Vocational Education.

A second staff conference of lunchroom supervisors, at which the growth and future needs of the Program were discussed, was held March 16-17.

## University and Department to Sponsor Workshop

The School-Health Coordinating Service, an agency of the State Department of Public Instruction and the State Board of Health, and the School of Education of the University of North Carolina, will sponsor and conduct the Eleventh Health Education Workshop at Chapel Hill, June 12 to July 20, it is announced by Charles E. Spencer, Director.

"Six semester hours of graduate, undergraduate or certification credit will be granted for successful completion of the work," Mr. Spencer stated. Admission is limited to forty persons. Applicants must be recommended by the superintendent on the basis of scholarship, leadership and personality.

## Mrs. Maley Sends Bulletins to Schools

A number of bulletins giving information in regard to lunchrooms were distributed recently to schools operating lunchrooms by Mrs. Anne W. Maley, State Supervisor, School Lunch Program.

The bulletins included the following: April issue of "School Lunch in the Tar Heel State." Planning and Equipping School Lunchrooms, Law, Rules and Regulations and Code Governing the Sanitation of Restaurants and other Food Handling Establishments, Storage for School Lunch Food and Supplies, School Lunch Recipes Using Cheese, and Commodity Distribution Rate and Use Guide.

## 62 of 172 Units Have Attendance Officers

Sixty-two of the 172 school administrative units employ attendance officers according to a count of the names listed in the current Educational Directory, publication of the State Superintendent of Public Instruction.

These 62 units employ 53 persons for attendance work—twelve being jointly employed to work in more than one unit and three units with two workers, one white and one Negro—a total of 48 white and 5 Negro workers. Twenty-eight county and 34 city units are served by these 53 workers. In two units only a Negro attendance worker is employed.

In the 72 counties not served by these special attendance officers, the superintendent of public welfare by law is the attendance officer.

## Income Percentage for Education Smaller

The percentage of the nation's income which was used for public education in 1947-48 was smaller than the 1937-38 average, it is shown by a study, *The Forty-eight School Systems*, recently made by Dr. Francis S. Chase for the Council of State Governments.

In 1937-38, the study shows, 3.1 per cent of the nation's total income was spent for public schools. Although income in all the states has risen sharply in the last ten years, we were actually spending in 1947-48 only 2.3 per cent of our total income for this purpose.

Every state except Florida decreased the percentage of the income of the people that is being devoted to public schools, Dr. Chase said. There it remained the same, 2.9 per cent. In North Carolina this percentage decreased from 3.5 per cent to 2.6 per cent.

## Negro Supervisors Hold Conference

The Negro supervisors of instruction held a conference at St. Augustine's College, Raleigh, March 29-30. This conference was sponsored by the State Department of Public Instruction.

The theme of the conference was: "The Improvement of Instruction through Supervision."

Appearing on the program were Dr. Clyde A. Erwin, State Superintendent of Public Instruction; Dr. H. L. Trigg, President of St. Augustine's College; Dr. Rose Butler Brown of North Carolina College, members of the staff of the State Department of Public Instruction, and leading superintendents and supervisors throughout the State.



# THE ATTORNEY GENERAL RULES

## Supplemental Tax; Effect on Voting County-wide Bond Issue for School Building

*In reply to your recent inquiry:* I have your letter of March 25th in which you advise me that during 1946 under G.S. 115-361 and G.S. 115-362 a special tax was authorized by a vote of the people in the \_\_\_\_\_ Consolidated School District. You state that there is a special election called in \_\_\_\_\_ County for April 18th for voting on the assumption of the outstanding indebtedness for all the Districts in the county and the issuance of county school building bonds in the sum of \$5,500,000.

You advise that some of your people are concerned as to whether or not the status of the supplemental tax voted in the \_\_\_\_\_ District would be affected by the vote on the two issues on April 18th, but that you do not see why this special tax would be jeopardized by such county-wide vote.

I agree with your conclusion. I do not think that the county-wide vote on the two provisions mentioned would in any wise affect the levying and collection of the supplemental tax which has been authorized in the \_\_\_\_\_ District. The Board of County Commissioners would still be authorized to levy and collect this tax under that vote if they, in their discretion, find it desirable to do so. —Attorney General, March 28, 1950.

## School Property; Transfer from City of \_\_\_\_\_ to Board of Trustees to City Administrative Unit; Reverter Clause

*In reply to your recent inquiry:* I received your letter of January 6th. I am glad to confirm the conversation which I had with you over the telephone in which I stated that in my opinion, the State Board of Education would be willing to allocate funds for the construction of school buildings upon property which was deeded by the City of \_\_\_\_\_, which is now being used as school property, title of which is in the City of \_\_\_\_\_, to the Board of Trustees of the \_\_\_\_\_ Administrative Unit with a clause in the deed providing for a reverter to the City of \_\_\_\_\_ in the event the property should cease to be used for school purposes.

## Expenditure of Supplement Funds for Operation of Band; Construction of Building for Band

*In reply to your recent inquiry:* I received your letter of May 4th in which you write as follows: "As Attorney for the Board of Education of the \_\_\_\_\_ City Administrative Unit, I have been requested to advise as to whether or not the funds from a school supplement which was voted by the people several years ago could be used in support of the school band and the building of a structure to house the band and superintendent's office and in event the building was not built, could the funds be used to rent a room exclusively for the band.

The Act creating the \_\_\_\_\_ City Administrative Unit was passed by Private Laws of 1935, Chapter 26."

The funds voted for school supplement in my opinion can be used to support a school band or for paying a music teacher who would possibly be the band master if the supplement was voted without restrictions. Some school supplements are voted for a definite and restricted purpose. If the supplement was voted in terms which meet the use of the funds for providing a school of the higher standard than that provided on state funds without any restrictions, I think, as before stated, the proceeds could be used for the current expense items of operation for the band.

I do not believe that supplement funds could be used for the purpose of constructing a building to house the band and the Superintendent's office which are capital outlay purposes but probably could be used to rent a room for the use of the band as this could be in the nature of current expenses.

To be sure about this matter, you would have to go back to the supplement election in terms of the submission to have a final opinion about it.—Attorney General, May 7, 1949.

A great deal of school property has been conveyed to various school units throughout the State upon such conditions, and I now know of no reason why the State Board of Education would not be willing to accept such a title as being sufficient for their purposes in making advances of state funds for capital outlay purposes to be expended on such land.—Attorney General, January 9, 1950.

## Teaching of Bible — How Teachers are Selected

*In reply to your recent inquiry:* I have your letter of May 2nd in which you state that \_\_\_\_\_ Public Schools offer a course of Bible in the high school and the teacher is paid for by funds supplied by the local churches; the churches paying funds to the county treasurer who in turn writes the teacher's checks each month. You inquire as to whether the same procedure should be followed in employing a Bible teacher that is followed in the employment of regular public school teachers.

The teaching of the Bible in Public schools, paid for by funds from private sources, is on a different footing from other courses in public schools and the selected teacher does not have to conform with the usual procedure in such matters. Usually the teacher selected is one who is agreed upon by the organization providing the funds for this purpose. As the course in Bible should be voluntary and elective, so it is that the teacher selected for this purpose, who is paid from private funds, simply using the schools facilities at sufferance for this purpose. However, there are many teachers, teaching Bible, who are employed in such a way as to receive the benefit of retirement privileges under the state law. If this is to be done, the funds will have to be paid in to the county school fund plus an amount necessary to provide for the retirement benefits contributed by the employer. In such case, the teacher would be employed in the usual way that other teachers are employed, the only difference being that the funds for this purpose are supplied by private contribution.—Attorney General, May 3, 1949.

## Summer Jobs

The Division of State Parks of the N. C. Department of Conservation and Development have a limited number of Naturalist positions open in the parks for the period June, July and August. Minimum requirements are, graduation from college with a major in science or some other combination of education and experience that would enable one to prepare nature trails, nature museums and conduct a nature study program in a State Park. For further information write T. W. Morse, Superintendent of State Parks, N. C. Department of Conservation and Development, Raleigh.

## LOOKING BACK

### 5 YEARS AGO

(N. C. Public School Bulletin, May, 1945)

Participation in the State Retirement System was raised by the General Assembly of 1945, from a salary of \$3,000 to \$5,000, the law becoming effective as of April 1, 1945.

A total of 160,290 children are participating in the Child Feeding Program sponsored by the State Department of Public Instruction, in cooperation with the War Food Administration and the State Department of Agriculture, it is learned from Mrs. Louise Moore, State Supervisor of the Program.

A seminar on supervision, sponsored by the State Department of Public Instruction and conducted by the staff of the Greensboro Graduate Center, will be held in the Curry Building, Woman's College, from May 28 to June 8.

The percentage of promotions in elementary schools having five or more teachers is greater in city units than in county units, it is learned from a recent study covering 33 county units and 29 city units.

J. Edward Allen, Superintendent of the Warren County Schools for 25 years, was presented a gold loving cup at a recent countywide meeting by the white teachers of the county.

### 10 YEARS AGO

(N. C. Public School Bulletin, May, 1940)

There are now more than 600 accredited elementary schools in the state, according to State School Facts for April.

Hamlet. Construction has been started on the new vocational and gymnasium building on the high school grounds.

Rocky Mount. Twenty-eight per cent of white students and 26 per cent of colored children were found to have defective vision, it was found by recent tests made by teachers.

Dare County. Supt. R. H. Atkinson has resigned as head of the county school system.

Person County. Bethel Hill high school has worked out a physical education program for all students in both elementary and high schools.

High Point. Joe Given won the State American Legion oratorical contest held in Greensboro on April 3.

Harnett County. Application will be made for five additional vocational teachers for next year, three for home economics and two for vocational agriculture.

## History of Public Schools For Sale at 50 Cents

Copies of the book, "A History of the Public Schools of North Carolina" by M. C. S. Noble may be secured from the State Department of Public Instruction at 50 cents each.

This book was printed in 1930 by the University of North Carolina Press, Chapel Hill. It gives a history of North Carolina public schools from their beginnings to 1900.

Since there has been few sales in recent years, the Press has donated its surplus to the Department for distribution to libraries and individuals interested. A charge of 50 cents a copy has been made to take care of shipping costs. Check should be made payable to Brandon P. Hodges, State Treasurer, and orders placed with L. H. Jobe, Division of Publications, Department of Public Instruction, Raleigh, N. C.

## Magazine Conducts Playwriting Contest

A playwriting contest will be conducted by PLAYS, The Drama Magazine for Young People, to celebrate its tenth anniversary. Five hundred dollars in cash will be awarded for the best one-act plays suitable for production by young actors. The prize plays will be published in the magazine, which provides its subscribers with a wide variety of royalty-free dramatic material each month of the school year.

The contest closes July 1st, 1950, and is open to any resident of the United States. Any person interested in submitting plays should write for rules and further information to the Contest Editor, PLAYS, The Drama Magazine for Young People, 8 Arlington Street, Boston 16, Mass.

## Caswell Superintendent Resigns as of June 30, 1951

Superintendent Holland McSwain of Caswell County has announced that he will not be a candidate for reelection when his present term expires on June 30, 1951.

Superintendent McSwain's resignation comes as a result of a heated campaign in his county, with one faction favoring his continuance in office and another opposing it. Superintendent McSwain states that he is not offering for reelection in the "best interests of the schools."

McSwain has been in school work in Caswell County for the past 22 years, having been principal at Milton two years, at Anderson one year, Prospect Hill four years, and a teacher another year.

## MAKING TODAY'S NEWS

Durham. Dr. Clyde A. Erwin, State Superintendent of Education (Public Instruction), will offer the main speech at the dedication of the new Oak Grove elementary school building tomorrow night at 7:30 o'clock. —Durham Herald, March 15.

Raleigh. School lunch supervisors from throughout the State will gather here Thursday and Friday for a conference with the State school lunchroom program staff. —Raleigh Times, March 15.

Greensboro. Mrs. Anne W. Maley, State Superintendent (supervisor) of the federal school lunch program, was guest speaker at the meeting of Proximity Parent-Teacher Association at the school last night. —Greensboro Record, March 15.

Raleigh. A delegation from Randleman came here yesterday to protest a proposal to build a new high school outside the town limits. —Winston-Salem Journal, March 16.

Raleigh. A file of complaints from school teachers who allegedly must make kickbacks to keep their jobs is being gathered by the State Bureau of Investigation, says Governor Scott. —Ahsokle News, March 12.

Iredell. Patrons of the Troutman school have been asked to cooperate with efforts now being made to simplify traffic control during the rush hours. —Statesville Record, March 24.

Buncombe. Chances of getting new teachers here are out unless buildings are provided for classroom purposes, according to T. C. Roberson, Superintendent of Buncombe County Schools. —Asheville Citizen-Times, April 2.

Raleigh. Census information such as will be collected in the 17th Decennial Census of the United States in April serves many useful purposes in connection with schools according to a statement made yesterday by Jesse O. Sanderson, Superintendent of City Schools. —Raleigh News and Observer, March 30.

Salisbury. Adopting the recommendations of Architect A. G. Odell, Jr., of Charlotte, the Salisbury School Board last night committed itself to an extensive program of elementary school renovation, beginning with Frank B. John and Wiley Schools. —Salisbury Post, March 29.

Wake. Meeting in regular session Monday afternoon in the courthouse, the Wake County Board of Education, after prolonged discussion, adopted a general policy that teachers and other employees of the Wake school system who reach the age of 70 will be retired. —Raleigh Times, April 4.

# BULLETIN

Published Monthly by the State Department of Public Instruction

SEPTEMBER, 1950

RALEIGH, NORTH CAROLINA

Vol. XV No. 1

## SHUFORD POINTS OUT LAW GOVERNING EMPLOYMENT OF CHILDREN ON FARMS

Children under 16 years of age are not permitted to leave school for farm work unless the work is to be performed for the child's parents on the home farm.

This is in accordance with the child labor provision of the Federal Wage and Hour Law which has been called to the attention of State Superintendent Clyde A. Erwin in a letter from Forest H. Shuford, State Commissioner of Labor.

"In order that there may be no question about the age of minors employed in agriculture during school hours," Commissioner Shuford states, "arrangements are being made for the issuance of age certificates. Such certificates may be obtained from the County Superintendent of Public Welfare by minors who present birth certificates or other acceptable proof of age showing that they are 16 years of age or over.

"The provisions apply to the employment of children on farms producing crops for interstate commerce during school hours for the school district where they are living while so employed. This means that migrant children as well as permanent residents are subject to the provisions. Children employed by their parents on the home farm are not subject to the provisions."

Commissioner Shuford suggests that principals, as they have the opportunity, encourage minors 16 or 17 who may be leaving school for work in agriculture even for a short period, to obtain age certificates. Such certificates, he said, will protect employers against the unintentional employment of minors under 16 during school hours.

### Board Discontinues Attendance Report

The Home Room Attendance Report, required to be kept by each teacher of the State for the past four years, was discontinued by the State Board of Education at its regular meeting, May 4, 1950. This report, therefore, will no longer be used.

### Board Pays \$15,923.69 Fire Losses in 1949-50

A total of \$15,923.69 was paid in insurance to schools insured by the State Board of Education on account of fire losses, the Board reported following its August 3 meeting.

Largest payment, \$10,666.67, was made to Union County for the New Salem School. Cherokee got the second largest check for \$3,047.10 for the Ranger School. Montgomery County was paid \$2,053.25 for the Star Agriculture Building, Gymnasium and Vocational Building. The balance, \$124.67 and \$32.00, was paid to Lenoir and Union counties, respectively.

### Superintendent Erwin Appoints Miller Administrative Assistant

J. E. Miller, Associate in the Division of Instructional Service since January 1, 1947, and Director of Adult Education in 1941-42, has been appointed administrative assistant to State Superintendent Erwin. The position was made possible by the General Assembly of 1949.

Mr. Miller served as intelligence officer in the Navy during World War II. Following his discharge from the Navy, he was with Meredith College as public relations officer. Before coming to the Department in 1941, he was teacher and principal in the Washington city schools.

Mr. Miller received his A. B. degree from Wake Forest College in 1931. He attended summer schools at Duke University, Peabody College, and Wake Forest College, where he received the M. A. degree in 1946.

As administrative assistant, he will take some of the load from the shoulders of Dr. Erwin in correspondence, conferences, appointments and in attending to other important matters with regard to the administration of the public schools.

## Heating Systems Are Neglected

A majority of the boilers and heating systems of school plants are greatly neglected. This is the verdict of engineers from the School Plant Division of the State Board of Education.

In a letter to superintendents on June 30, C. W. Blanchard, Director of the Division, states "we have found that in a majority of the plants visited the boilers and heating systems have been greatly neglected. In many instances daily, weekly and seasonal repairs and maintenance have been on a hit or miss basis."

In another letter of the same date, C. H. Jourdan, Engineer for the Board, states that he visited "53 administrative units in the State school system comprising a total of 4,600 schools and 655 boilers. Generally speaking," he says, "the boilers and boiler rooms have been found to be in pretty bad shape, not from a viewpoint of faulty installation, but rather from lack of daily, weekly and monthly maintenance."

To remedy the situation, these State men urged that "more time and attention be devoted to boiler and boiler room care and maintenance by your maintenance force." A mimeographed booklet giving "Maintenance Suggestions for the Proper Care of Steam Heating Plants" was sent to each superintendent with the suggestion that it be discussed with maintenance supervisors. The booklet includes a list of 56 items together with statements on "Cleaning Out a Steam Boiler" and "Cleaning Gauge Glass."

## FEATURES

	Page
Shuford Points Out Law Governing Employment of Children on Farms . . . . .	1
Nathan C. Newbold . . . . .	4
Teachers' Training Some Better . . . . .	5
Why Youth Leave School . . . . .	6
Are You a Good Leader? . . . . .	11
Durham County Schools Take Inventory . . . . .	12



## *Superintendent Erwin Says . . .*

**T**HIS fall many children of the State will have the privilege of entering new school buildings constructed under our great building program. These buildings are constructed in accordance with the latest and most modern designs. They will provide educational facilities as good as those provided anywhere on earth.

I hope very much that the children who will be taught in these new buildings will appreciate the privilege that is theirs in this respect and that they will make every effort possible to keep these buildings in the same condition in which they were when they entered them. I hope, also, that teachers and principals will recognize their responsibility in taking care of these investments which were made by the taxpayers of the State when they approved the bonds for the construction and improvement of these new school buildings in the election on June 4, 1949.

There are many other school buildings in North Carolina, although not so new but which represent a large investment, that deserve the very best care which can be given to them. It is a part of good citizenship to learn to take care of public property and to see that these investments by the people exhibit the very best possible in terms of good housekeeping and wise use. The schoolhouses which we have far surpasses those which are provided in many lands. We should show our gratitude for the great privilege which is ours as American citizens in taking care in the best manner possible of the facilities provided.

### NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CLYDE A. ERWIN  
State Supl. of Public Instruction

EDITOR  
L. H. JOBE  
Director, Division of Publications

# *Ye Editor Comments . . .*

## **VOLUME XV**

WE are beginning with this number our fifteenth year of publishing this BULLETIN. Do you remember that first number of Volume 1? It was mimeographed — 24 pages including cover. "Through this medium", Superintendent Erwin said in his letter, "we hope to bring to you much information formerly available through form and personal letters and conferences, with the view that such items as are pertinent to your problems will be disseminated in turn by you in serving to improve the public schools."

Now, after 15 years, the BULLETIN has gradually evolved into a regular 16-page printed publication, consisting largely of news and information and a limited number of fairly established departments. Ye editor hopes that we have brought you much information that has been of help to you as a school worker. He also hopes that future numbers will be both helpful and interesting.

## **THEY ARE BETTER**

EVERY now and then we see a "letter to the editor" of one of our daily papers attacking the public schools in general. These attacks usually take the line that the schools have become demoralized—that children are not learning, that the fundamentals (the three R'S) are neglected, that discipline has broken down and pupils are growing up wholly contemptuous of all authority, and that teachers are not as good as they were in the "good old days". There are other criticisms, more specific.

Perhaps, in a few isolated instances, some of these criticisms are true. Editors know, however, that they are not generally true. Under their democratic policy of a free press, they print such letters without vouching for their accuracy. They know, as well as you and I, that the way to correct a "bad school situation" is by way of the school board and the superintendent. They know that the public schools are better than they were in the past and that they are improving as the years go by. And we know that they are better, too.

## **LONG SERVICE RECORDS**

NOT all of those who have gone into public school work leave it just as soon as they can find a better job, or a "man". Many presently employed teachers and principals have devoted the greater portion of their lives to the "cause", and occasionally we learn of a person who has retired after having served the State in this field for a long period of years.

Recently, we saw where a teacher down in Bladen County, Miss Mattie Melvin, had "retired after 45 years of devoted service to public education in Bladen County". In reminiscence, Miss Melvin made this significant statement:

"It's been one lovely pull, but I wouldn't have had it otherwise. First, the schoolhouse somehow beat its way to the rural farmhouse, but now the youngsters come in freely in their thirst to key themselves to better things ahead."

We, in the State Department, have witnessed the retirement of one of our number, Dr. N. C. Newbold, who has devoted 37 years of his leadership to Negro education alone; and prior to 1913 when he came to the State office, he was superintendent of schools in Asheboro, Roxboro, and Washington, thus making a total of 50 years service in public school work.

We call attention to these two cases in order that we who are "carrying on" may think of the worth and contribution that a person makes when he devotes his life's work to one great endeavor as the improvement of public education.

There are many others who have similar records. They work quietly, year after year, for the improvement of the school and for the children of the State. Oftentimes, two generations are taught by the same teacher.

We should not forget these teachers who have served so long and so well. They should not be hastily retired or forced out, but should be allowed to remain at their work as long as they continue to give satisfactory service.

"When a teacher walks with you to school, and makes the world seem nearer and brighter while she does it, then she's a teacher worthy of the name."

## Education Approaches

### Equal Opportunity

The extent to which public education in North Carolina has approached equalization of opportunity for all races is shown in a recent tabulation of items by the Division of Negro Education of the State Department of Public Instruction.

The Division lists the following items which are now equal:

1. Length of school term (180 days).
2. Teacher-pupil allotment in elementary schools.
3. Teacher pupil allotment in high schools.
4. Courses of study, grades 1-12.
5. Regulations for accreditation of elementary and high schools.
6. Program of training and certification of teachers.
7. Salaries of teachers and principals.
8. Evaluation of high schools.
9. Supervision of local administrative units.
10. Legislature provided \$50,000,000 for building consolidated schoolhouses for white, Negro, and Indian people. This probably will not equalize all school buildings, but it will be possible to erect a considerable number of first-class school buildings for colored children.

Items, which the Division lists as showing marked progress in Negro education are the following:

1. Number of buses and pupils transported:

	Buses	Pupils
a. 1917-1918	0	0
b. 1947-1948	782	57,830
c. 1948-1949	1,009	73,950
d. 1949-1950	1,144*	83,400*

\*Actual — †Estimated

2. Growth in value of public school property:

a. 1924-1925	\$ 7,271,170.00
b. 1939-1940	\$15,154,892.00
c. 1947-1948	\$23,198,447.00
d. 1948-1949	\$27,789,180.00

3. Rising costs of public schools:

a. 1939-1940	\$ 6,516,116.00
b. 1943-1944	\$11,211,512.79
c. 1944-1945	\$12,468,536.88
d. 1945-1946	\$14,354,138.09
e. 1946-1947	\$16,796,491.00
f. 1947-1948	\$20,171,060.57
g. 1948-1949	\$21,500,000.00*
h. 1949-1950	\$25,500,000.00*

\*Estimated by Statistician

## Nathan C. Newbold

(A tribute made by J. Henry Highsmith at a banquet, attended by members of the State Department of Public Instruction, August 1, 1950, honoring Dr. Newbold.)

Of my own knowledge I know neither the place nor the date of Nathan C. Newbold's advent into the world. I was not there. I am informed, however, that this significant event transpired somewhere in Pasquotank County, North Carolina, during the fourth quarter, or thereabout, of the nineteenth century, A.D. Truth is, that date and place of one's nativity are not so tremendously important after all. The poet, James P. Bailey, says:

"We live in deeds, not years;

In thoughts, not breaths;

In feelings not in figures on a dial.

We should count life by heart throbs.

He most lives

Who thinks most, feels the noblest,  
acts the best."

By these criteria N. C. Newbold has lived a century, at least.

The subject of this sketch attended Trinity College, being a member of the Class of 1898. He served as superintendent of schools in Asheboro, Roxboro, and the original Washington. He resigned his position at Washington to accept a position tendered him by Dr. J. Y. Joyner, State Superintendent of Public Instruction, his designation being "Supervisor of Elementary Schools," later changed to "State Agent for Negro Schools." This was on June 1, 1913.

No attempt will be made to recount here what Dr. Newbold did during his thirty-seven years with the Department of Public Instruction, neither shall I undertake to evaluate the achievements which characterized his long period of service. Suffice it to say that he rendered a particularly difficult service without compromise or embarrassment to himself and his friends or to the races concerned.

Never a spectacular performer or a glamour boy playing to the grandstand, he worked quietly, tirelessly and unassumingly for the welfare, the progress and understanding of all the people of the State. His experience illustrates the principle that greatness comes through ministering and chieftaincy through service.

Dr. Newbold studied at Harvard University and Columbia University and lectured at Columbia, Peabody College, the University of North Carolina and Duke University.

Johnson C. Smith University conferred upon him the degree of Doctor

## Rehabilitation Service

### Purchases Hearing Aids

Hearing aids for 80 hard of hearing clients were purchased by the Division of Vocational Rehabilitation during 1949, it is stated by Charles H. Warren, Director.

The Division of Rehabilitation is a part of the State Department of Public Instruction. State division headquarters are in Raleigh, with branch offices in Asheville, Charlotte, Salisbury, Winston-Salem, Durham, Raleigh, Greenville, Wilmington and Greensboro.

The purchase of hearing aids was accompanied by medical examination and vocational counsel and guidance. Mr. Warren stated. This particular service represents a 7 per cent increase over the number of hearing aids purchased the year before. In addition, training for employment was provided for two deaf and 36 hard of hearing clients.

Pointing out that the average age of the deaf and hard of hearing persons rehabilitated into employment through the State rehabilitation agency is only 29, Mr. Warren declared:

"With their average work-life expectancy of some 31 years, these men and women will pay in State and local taxes many times over what it cost the State to rehabilitate them. In Federal income taxes alone they will pay \$10 into the Federal treasury during their work-life for every Federal dollar spent in their rehabilitation, and Uncle Sam is currently paying about two-thirds of the cost of their rehabilitation."

of Laws in 1932, thereby honoring itself and him. He was elected to membership in Phi Beta Kappa, Omicron Delta Kappa and Kappa Delta Pi at Duke University, a recognition of his scholarship, leadership and character.

Dr. Newbold served with distinction on various committees and commissions. By identifying himself with great causes and institutions he has won for himself an earthly immortality.

In the closing lines of the Aeneid, when the hero has recounted the daring deeds and accomplishments of his career, he says, "All this I saw, and a part of it, I was."

Dr. Newbold, looking back upon what has happened in Negro education in North Carolina during his remarkable career of thirty-seven years, could say without any lack of modesty, "All this I saw, and a great part of it I was."



## TEACHERS' TRAINING SOME BETTER

North Carolina teachers employed in 1949-50 were slightly better trained than those teaching in 1948-49, according to a recent tabulation of certificates held by teachers.

A total of 16,927 white teachers, the tabulation shows, held college grade certificates, Class A and Graduate, in 1949-50. This number represented 86.0 per cent of the total number white teachers employed and compares with 82.8 per cent in the same group in 1948-49. Conversely, 14 per cent of the total white teachers employed, or 2,756, held certificates based on training below college grade. This was a drop from 17.2 per cent in 1948-49, and indicates that 485 fewer white teachers held less than college grade certificates in 1949-50 than was the case in 1948-49.

A total of 7,318 Negro teachers held college grade and graduate certificates in 1949-50, 96.9 per cent of the total number employed. This percentage compared with 96.2 in 1948-49. Only 238 Negro teachers, 3.1 per cent, held certificates based on training of below college graduation. This number was 40 per cent fewer than in 1949-50.

Improvement is also shown in the training of Indian teachers. A tabulation of these figures\* follows:

Certificate	Number White		Percentage White	
	1948-49	1949-50	1948-49	1949-50
Graduate .....	673	774	3.6	3.9
Class A .....	14,900	16,153	79.2	82.1
Class B .....	1,609	1,577	8.6	8.0
Class C .....	662	570	3.5	2.9
Elem. A .....	324	254	1.7	1.3
Elem. B .....	214	139	1.1	.7
Non-Standard .....	432	216	2.3	1.1
Total .....	18,814	19,683	100.0	100.0

	Number Negro		Percentage Negro	
	1948-49	1949-50	1948-49	1949-50
Graduate .....	413	548	5.7	7.3
Class A .....	6,583	6,770	90.5	89.6
Class B .....	186	169	2.6	2.2
Class C .....	39	28	.5	.4
Elem. A .....	10	8	.1	.1
Elem. B .....	5	3	.1	.....
Non-Standard .....	38	30	.5	.4
Total .....	7,274	7,556	100.0	100.0

	Number Indian		Percentage Indian	
	1948-49	1949-50	1948-49	1949-50
Graduate .....	.....	1	.....	.5
Class A .....	96	110	60.0	63.7
Class B .....	51	58	31.9	31.0
Class C .....	1	3	.6	1.6
Elem. A .....	.....	1	.....	.5
Elem. B .....	2	.....	1.2	.....
Non-Standard .....	10	5	6.3	2.7
Total .....	160	187	100.0	100.0

\*Does not include principals and supervisors

## Geography Teachers To Hold Meeting

The annual meeting of the National Council of Geography Teachers will be held in Chicago at the Edgewater Beach Hotel, November 24 and 25, 1950, in cooperation with the 50th Anniversary Meeting of the Central Association of Science and Mathematics Teachers. The program is being arranged under the direction of Dr. Loyal Durand, Jr., professor of Geography at the University of Tennessee, who is the president of the National Council.

## School Children Must Eat Lunch

Everyone of the 865,000 children enrolled in the public schools of the State must eat lunch.

Based on costs of feeding those children in schools having lunchrooms, approximately 25 cents per meal, it costs approximately \$216,250 a day to feed all school children one lunch one day. For 180 days this would mean a total annual cost of approximately \$38,925,000. That amount will buy a lot of food, but all children must eat.

## Dr. Erwin Attends International Conference

Dr. Clyde A. Erwin, State Superintendent of Public Instruction for North Carolina, attended the Thirteenth International Conference on Public Education at Geneva, Switzerland, on July 6-14. The Conference was sponsored by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education.

Representatives from 41 nations attended the Conference, which was called to discuss and consider the curriculum in the public schools of the nations represented. Dr. Erwin was chairman of a three-member delegation from the United States, the other two members being Dr. Ruth McMurtry of the Department of State and Dr. J. Harold Goldthorpe of the U. S. Office of Education.

## School Demonstrations Must Be Approved

All demonstrators or representatives of publishing companies must have the approval of the State Department of Public Instruction before they may conduct workshops, conferences, or any other type of meeting for the improvement of instruction.

This was stated in a recent letter from Dr. J. Henry Highsmith, Director Division of Instructional Service, to superintendents, supervisors and representatives of publishing houses. "To prevent confusion and to provide for an equitable distribution of available services," Dr. Highsmith stated, "it has seemed desirable and necessary that schedules and itineraries for all demonstrators or representatives of publishing companies be approved by the Division of Instructional Service."

## English Teachers Issue State Literary Map

A four-color literary map of the State, listing 127 Tar Heel authors, was recently issued by the North Carolina English Teachers Association.

Designed and drawn by the artist Primrose of Raleigh, the map contains scenes from 41 works of North Carolina writers, both past and contemporary. It is displayed under the famous quote of Sir Walter Raleigh, "To seeke new worlds, for golde, for prayse, for glory."

The map is intended for use especially in grade and high school English instruction. It is available from the N. C. English Teachers Association, Box 1050, Chapel Hill, N. C., at \$1.50 each.

## WHY YOUTH LEAVE SCHOOL

Steps to define and solve the drop-out problem were taken by 40 educators at the "Work Conference on Life Adjustment Education" held in Chicago late in January. The report of the conference has just been issued by the Office of Education, Federal Security Agency, as a circular entitled "Why Do Boys and Girls Drop Out of School and What Can We Do About It?"

One survey conducted among 957 "early-leavers" showed that 36% of the students leaving school before the 12th grade gave as the reason that they preferred work to school. Another educator asked pupils what they thought was the principal reason for youngsters not being in school. An overwhelming majority of them emphasized that just one teacher in the high school who took a personal interest in individual pupils could keep them in schools.

Many of the conference members emphasized that the reason a student gives for leaving school is not necessarily the real reason. Often economic reasons are given, when he is actually leaving because of an unsympathetic teacher or a rigid curricular requirement.

In vocational schools, where the training is closely related to employ-

ment opportunities, the holding power of the schools is great. For example, in the printing industry, in which trainees get an apprenticeship when they complete their course, almost 100% stay in school.

Another conference member urged revising the rules which prevent average or below average students from participating in extracurricular activities. He also criticized the extra penalties imposed on pupils who don't measure up to rigid standards—summer schools, extra work during vacations and after regular hours.

About half of the bulletin is devoted to reports from the working committees at the conference. These reports include statistics on the severity of the problem, suggested research, ideas on curricular planning and counseling services aimed at eliminating drop-outs, and suggestions for getting joint action by pupils, parents and lay-citizens to work out a program to halt drop-outs.

Copies of "Why Do Boys and Girls Drop Out of School and What We Do About It" (Circular No. 269) may be obtained from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. for 35 cents.

## Citizenship Course Available

A citizenship course recently prepared for the Bureau of Naval Personnel, U. S. Navy, by the Association for Supervision and Curriculum Development of the National Education Association, is now available for school purchase through the Grolier Society, Inc., of New York, publishers.

The object for which this course was prepared is "To impart a deeper understanding and appreciation of American Democracy, its concepts, ideals, and practical operations, and to develop in the men and women of the Navy a willingness and an ability to assume their share of active, responsible citizenship." Immediately upon its publication, its value as material for civics and social studies courses in the schools was recognized by educators.

The course, edited by Frances M. Foster, comprises ten study units, richly illustrated, and written in a simple style well within the understanding of high school students.

These ten packaged units may be purchased from The Grolier Society, Inc. at prices ranging from \$3.00 for a single set to \$2.50 for 500 sets or over, plus transportation charges.

## S. C. A. Conducts Science Talent Search

The Tenth Annual Science Talent Search is announced by Science Clubs of America to seniors of 1951.

This Search is sponsored by the Westinghouse Educational Foundation for the purpose of promoting education and science.

Forty boys and girls will win all-expense trips to the Science Talent Institute, Washington, D. C., and compete for scholarships for the continuation of their education. Of the forty, one will be selected as winner of the \$2,800 Westinghouse Grand Science Scholarship; another as winner of the \$2,000 Westinghouse Grand Science Scholarship; eight more scholarships of \$400 each; and \$5,000 more in scholarships to be awarded in the discretion of the judges.

To compete, seniors of high schools must write a report of about 1,000 words on the subject, "My Scientific Project," before the school year ends. An examination will also be given in December.

For further information, write Science Clubs of America, 1719 N. Street, N. W., Washington 6, D. C.

## Five Schools Added To Accredited List

Five high schools have been added to the list of accredited schools, it was recently announced by Dr. J. Henry Highsmith, Director, Division of Instructional Service, State Department of Public Instruction.

These are: Oak Hill and Salem in Burke County, Buxton in Dare County, Brawley in Irredell County, and Sky Valley in Henderson County. The latter school is private.

## Time Chief Obstacle In Way of Counseling

"Insufficient time" is reported by a majority of counselors as the chief obstacle in the way of providing adequate counseling services in the public schools.

Lack of a suitable conference room, inadequate training of counselors, and a lack of understanding on the part of teachers and administrators were other handicaps of counseling service reported by counselors. Even where time is provided, it appears according to the 79 counselors reporting, that "free time for counseling" must in many cases be used for everything but counseling. Then, too, counselors can reach only a small percentage of the students.

Typical replies from counselors were: "Insufficient time for actual counseling with individuals—interruptions and having to break appointments with pupils to help with other things." "Having too many duties beside that of counselor." "Lack of training on part of teachers which would make them acquainted with the problems of guidance and the place of counseling service in the school." "I am asked to handle too many disciplinary problems of other teachers." "Counseling generally regarded as an event rather than a process in the school." "The faculty and administrator need to look at the total problem together and do all over planning and work with more coordinated effort." "During my counseling period I may be called in to teach other classes or anything that needs to be done." "I have to sponsor Student Council, Junior Class Banquet, School Paper." "Lack of a room where conferences can be held undisturbed." "Pupils come freely but for lack of time they frequently leave without a conference."

A review of the handicaps listed by counselors reveals that three-fourths of the handicapping factors in the way of effective counseling services are related to the administration.





ERWIN ADDRESSES WORLD EDUCATION MEET—Dr. Clyde A. Erwin, North Carolina's State Superintendent of Public Education, is shown here as he presented a report on American education to the International Conference on Education at Geneva, Switzerland. Dr. Erwin was chairman of a three-member delegation representing the United States. He left this country on July 4 and returned July 22.

## UNESCO HAS TEN MAJOR TASKS

The United Nations Educational, Scientific and Cultural Organization has ten major tasks which were adopted at its Fifth Session at Florence, Italy, May 22 to June 17, 1950. These tasks are as follows:

1. To eliminate illiteracy and encourage fundamental education.

2. To obtain for each person an education conforming to his aptitudes and to the needs of society, including technological training and higher education.

3. To advance human rights throughout all nations.

4. To remove the obstacles to the free flow of persons, ideas and knowledge among the countries of the world.

5. To promote the progress and applications of science for all mankind.

6. To remove the causes of tensions that may lead to wars.

7. To demonstrate world cultural interdependence.

8. To advance through the press, radio and motion pictures the cause of truth, freedom and peace.

9. To bring about better understanding among the peoples of the world and to convince them of the necessity of cooperating loyally with one another in the framework of the United Nations.

10. To render clearing house and exchange services, in all its fields of action, together with services in reconstruction and relief assistance.



# OVER 32,000 STUDENTS ENROLL IN HOME ECONOMICS EDUCATION COURSES

## Highest Enrollment Since Program Began

Topping all previous records, the enrollment in vocational home economics courses reached 32,203 for the school year 1949-50, a final tabulation of figures shows.

Similar tabulations also show a total of 136 home economics teachers employed in the country, and quite half of this number, 210, were also engaged in teaching evening classes, which enrolled 13,046 persons during 1949-50.

In addition to the vocational teachers, there are 425 home economics teachers employed in non-reimbursed departments.

The vocational program of the State got under way in 1918-19, following the passage of the Smith-Hughes Act by Congress. The particular phase of the program under discussion here concerns vocational home economics. It has for its purpose the training for home-making.

During the first year of its operation, there were only three teachers and 100 students. The program has grown in terms of teachers and students, as

shown in Table I, and otherwise passing through a number of stages until last year's record was made.

Growth

Stages of development of the program, more or less governed by the passage of Federal funds, were as follows:

For 1919-20, the allotment of Federal money for this program was based upon the ratio of urban population in each state to the total urban population of the nation. North Carolina, having a small urban population, participated in a small way in funds for this purpose. These funds, however, plus funds from State and local sources, were distributed to a comparatively large number of schools in small amounts; but in the main such Federal funds that were available were used for conducting evening and part-time classes.

Following the passage of the George-Reed Act in 1925, North Carolina was able to expand its day school program of vocational home economics. The funds were allotted on a 50-50 basis, and were frequently turning the beginning of a credit toward the number of schools aided was small.

I. GROWTH IN VOCATIONAL HOME ECONOMICS EDUCATION

Year	Teachers	Day Schools	Enrollment	Evening Schools	Classes	Enrollment
1918-19	3		100	30		333
1919-20	55		1,650	23		595
1920-21	55		1,650	27		565
1921-22	53		1,590	27		540
1922-23	53		1,590	27		540
1923-24	118		4,997	229		3,455
1924-25	140		5,552	334		3,925
1925-26	147		6,261	345		5,749
1926-27	207		8,210	379		7,461
1927-28	227		9,720	285		8,249
1928-29	239		10,433	287		8,891
1929-30	247		10,785	302		9,183
1930-31	217		10,785	144		3,992
1931-32	34		1,667	277		5,556
1932-33	37		1,990	244		6,743
1933-34	37		1,990	244		6,743
1934-35	87		5,883	355		6,761
1935-36	113		7,337	318		6,707
1936-37	113		7,337	318		6,707
1937-38	227		17,556	386		12,463
1938-39	271		19,434	175		5,227
1939-40	289		20,391	302		4,718
1940-41	367		26,003	189		4,857
1941-42	384		29,173	182		4,556
1942-43	407		32,098	133		2,998
1943-44	417		32,152	105		1,964
1944-45	412		29,458	132		4,890
1945-46	440		29,458	132		4,890
1946-47	440		29,458	132		4,890
1947-48	440		29,458	132		4,890
1948-49	440		29,458	132		4,890
1949-50	440		29,458	132		4,890

The third period of growth in vocational home economics began in 1937-38 following the passage by Congress of the George-Deen Act. Under the new provisions, Federal funds were allotted twice as much money as was provided under previous laws.

Since this program has been concentrated largely with girls, the War had no appreciable effect upon it, as was the case of the vocational agriculture program.

### The Curriculum

The program consists of three parts: (1) Day schools for regular high school students; (2) Part-time classes for out-of-school groups—"workers over 14 years of age who have entered upon employment and spent part of their time in school"; and (3) Evening schools for adults.

The day-school curriculum includes units in health, clothing, child care and training, home management, house furnishing, cooking, and the care of the sick in the home, family relationships, and application of the arts and sciences to the home.

Recognition is given to the fact that the well being of every individual and the well being of every individual and that there is no substitute for happy, understanding family relationships.

This is the very core of the home-making program—helping pupils to understand better their personal development and their contribution toward the basis of well adjusted happy families of tomorrow.

Pupils are helped to understand that the home can provide an atmosphere in which the individual may develop a feeling of adequacy which will enable him to cope with problems of daily living. Increasingly independent thought in solving these problems leads to satisfaction of himself as well as others.

To supplement class instruction, the teacher, through home visiting and supervision of home projects guides the pupils in selecting, planning and carrying through additional learning experiences.

ences in some areas of homemaking in which she feels the need of additional training.

In addition to daily class instruction and supervised projects in the home, homemakers are given an opportunity to participate in community projects that contribute to family well-being. This is done through two student organizations: Future Homemakers of America for white students and New Homemakers of America for Negroes.

The part-time and evening programs, as stated, concern girls over 14 years of age and women working outside the home. In many instances, these persons are performing the dual role of homemaker and wage-earner. Both of these phases of the home economics program have been popular with a number of girls and women. Last year more than 10,000 girls took advantage of the part-time training. Over 4,000 women enrolled in evening classes.

### Costs

As the program has grown and as the cost of living has advanced, the expenditures for its support has also increased. As stated, support is on a three-way basis—local, State and Federal.

Table II shows expenditures for operation of the program under the George-Deen Act from 1925-26 to 1949-50. Expenditures last year totaled \$1,450,412.71. This was nearly ten times the amount spent in 1925-26.

Of this total, the State put up \$758,983.20, the Federal government \$251,402.29, and the governments of the States \$440,027.21. States have totaled slightly more than local and Federal funds combined.

### Tables III and IV

These two tables show for county and city the number of schools offering vocational home economics courses, the enrollment in the courses, and the expenditures for salaries and travel for teachers. This information is presented for white and Negro races.

## II. SALARIES AND TRAVEL OF VOCATIONAL HOME ECONOMICS TEACHERS (George-Deen Act.)





## SURVEY SHOWS TEXTBOOKS

### FREE OF INTENTIONAL BIAS

The failure of our schools to come to grips with many of the significant issues of the day may be attributed in part to gaps and omissions in our textbooks and courses of study according to the current Public Affairs Pamphlet, **PREJUDICE IN TEXT BOOKS**. This pamphlet summarizes an American Council on Education study, made possible through a grant of funds from the National Conference of Christians and Jews, and offers a number of concrete suggestions for improving the teaching of intergroup relations at every school level.

The study shows that the textbooks and courses of study are, with very few exceptions, free from intentional bias toward any group in the American population, the pamphlet reports. It discloses, however, many instances of careless wording which tended to perpetuate antagonisms now current in American life.

Among the serious omissions found in our texts, the pamphlet comments on "The failure to stress sufficiently the worth of the individual," and the failure of the texts to personalize our basic civil liberties. It is suggested that "the attempts of the United Nations to formulate a statement of human rights that will be applicable to every country presents an opportunity for vivid teaching and wider experimentation in the field."

The American Council study also found that most textbooks failed to give a satisfactory picture of group organizations in the United States. "While the textbooks do not neglect groups altogether," the pamphlet says, "they usually present far too simple a picture. The tendency is to type the group member rather than to emphasize the variety of individuals within the group."

A related error creeps in connection with the treatment of Americanization. "A few texts," the pamphlet declares, "treat Americanization as a process by which immigrants are transformed into carbon copies of established Americans," and "an even larger number present the 'melting pot' idea which was popular during the 19th century."

It is noted, however, that the more modern texts stress "cultural democracy" which recognizes that the differences in the background of Americans of various descent may be an asset instead of a liability.

In treating the various minority groups within the American population, the textbooks are found to err chiefly

in failing to stress the contributions of these groups to our modern life. After dealing with the Reconstruction Period, for example, many history books tend to ignore the Negroes altogether. Descriptions of the religions, family, social, and general cultural activities of Negroes are either not given or are so general that they are almost without meaning.

Similarly, little is given about the present-day problems and contributions of the American Indian, the Chinese American, the Japanese-American, or our Spanish-speaking minorities.

"Most of the material about Jews in the texts," the pamphlet points out, "is about the ancient Jews . . . Less than 12 per cent of the texts even mentioned the existence of the Jews as a modern religious group."

These basic weaknesses, the pamphlet concludes, lie "not in texts alone but in the courses of study for which textbooks are prepared. Only as those courses of study demand the inclusion of topics on intergroup relations, some of which are inevitably controversial, will the textbooks be substantially improved. A remaking of curriculums must precede the revision of textbooks. That revision involves, first, the writings of passages focused directly on the description and exposition of contemporary intergroup relations, and second, careful scrutiny of the indirect references now in the textbooks."

**PREJUDICE ON TEXTBOOKS**, by Maxwell S. Stewart, is Pamphlet No. 160 in the series of brief, factual, twenty-cent pamphlets issued by the Public Affairs Committee, Inc., non profit, educational organization at 22 East 38th Street, New York 16, N. Y.

### Where You May Get Occupational Information

Do you wish to secure a list of SOURCES of occupational and educational information?

If you do, you may obtain a 7-page mimeographed list of "Major Sources of Occupational and Educational Information" by writing to Ella Stephens Barrett, State Supervisor of Occupational Information and Guidance, State Department of Public Instruction, Raleigh, N. C. The list includes titles from national governmental agencies, State agencies, business and industrial organizations, professional and trade associations, and other agencies.

### N. E. A. Favors Public Funds For Public Schools Only

The National Education Association meeting in St. Louis, Mo., in July, went on record favoring federal aid for public schools only.

The resolution presented to a convention of 3,800 delegates passed with less than 100 opposition. The text of the resolution follows:

"The National Education Association believes the American tradition of separation of Church and State should be vigorously and zealously safeguarded. The association respects the right of groups, including religious denominations, to maintain their own schools so long as such schools meet the educational, health and safety standards defined by the states in which they are located.

"The association believes that these schools should be financed entirely by their supporters. The association, therefore, opposes all efforts to devote public funds to either the direct or the indirect support of these schools."

### Barker Reports on Special Education

Twenty-five teachers allotted by the State Board of Education for the school year 1949-50 were employed in 15 administrative units, according to a report on special education made recently by Felix S. Barker, Director, Division of Special Education, State Department of Public Instruction.

These units were: Asheville, Charlotte, Durham, Durham County, Forsyth County, Gastonia, Greensboro, Greenville, High Point, Hoke County, Raleigh, Rocky Mount, Rowan County, Tarboro, Wake County, Wilmington, and Winston-Salem. In addition to the 25 State-allotted teachers, more than 30 teachers were employed and paid from local funds.

These teachers, Mr. Barker points out, were employed to teach in the following areas: mentally retarded, hard of hearing, home-bound, crippled, speech correction, and sight-saving. Around 2,000 children were enrolled, exact number not obtained because some were counted in more than one handicap area. For example, speech and hearing difficulties very often are together.

Mr. Barker also reports that there is a great need for the expansion of the program of special education. Around 35 other units have requested the allocation of State teachers for work in areas of special education.



## Spencer Elected to Association Office

Charles E. Spencer, Director of School-Health Coordinating Service, joint agency of the State Dept. of Public Instruction and State Board of Health, was elected President-Elect of the Southern District of the American Association for Health, Physical Education and Recreation at the Association's annual convention held in Dallas, Texas, April 18-21, 1950. This election means that Mr. Spencer will be the next President of this Association.

Mr. Spencer has been active in the District and National Association for many years, having served as Vice-President of the District A. H. P. E. and R. in 1949-50 and as Convention Manager in 1949. In 1947-48 he served as President of the National Society of State Directors of Health and Physical Education.

Other officers of the Southern District American Association for Health, Physical Education and Recreation are: President, Dr. Margaret McCall, Alabama College, Montevallo, Alabama; Vice President for Health, Miss Louise Smith, Florida State Department of Education; Vice President for Recreation, Mr. Earl Kauffman, University of Kentucky; Vice President for Physical Education, Dr. Caroline Sinclair of William and Mary; Secretary-Treasurer, Mr. Gilbert Hermance, Rice Institute, Austin, Texas.

The Southern District's 1951 Convention will be held in Richmond, Virginia, February 28—March 2, 1951.

## Foreign Teachers Visit Mitchell County

Four teachers from Germany and Austria visited schools in Mitchell County last May following the ACEI meeting in Asheville. They were accompanied to the county as guests of Julia Wetherington, State Department of Public Instruction and Dr. Helen Mackintosh, Senior Specialist in Education, Office of Education.

Teachers making the visit were: Helmut Hoffman, Hohensachen, Hesse State, Germany; Rudolf Haas, Kocherstetten, Wurtemberg State, Germany; Dr. Anton Brenner, Wurtemberg—Baden State, Stuttgart; and Friederike Rametsfeiner from Vienna, Austria.

In Mitchell County, these people were the guests of Superintendent and Mrs. Jason B. Deyton and Mrs. Ruby Gouge, County Supervisor. They visited the Penland School of Handicraft, Tipton Hill and Bakersville schools.

## ARE YOU A GOOD LEADER?

As a leader, do you follow practices that produce mutual understanding and respect for rightful authority, or do you act so as to produce fear and resentfulness toward authority?

The answer to this question is left to you. However, to aid you in making an honest answer, the following characteristics of relationships between leaders and groups have been issued by the School-Health Coordinating Service:

1. I often alter my "stand" on the basis of their opinions.
2. I confer with the group concerning new policies.
3. Schools and teachers are free to develop their specific practices within the existing laws and regulations.
4. All staff members are familiar with State and local laws and regulations.
5. I frequently meet informally with staff members.
6. Staff members often come to me to unload their troubles.
7. When they do I listen sympathetically.
8. I recognize and accept human limitations, including my own.
9. A group of teachers (principal or pupils) would feel free to come to me with a problem or a grievance.
10. I know the personal interests and abilities of many of my associates.
11. If I am short in stature I have controlled the impulse to "show my true size" by domineering.
1. "I am the law."
2. New policies are handed down to be followed.
3. I often interfere with the minor policies and regulations set up in individual schools or classrooms.
4. They are unfamiliar with them.
5. I seldom see them except when I call them together concerning a problem.
6. They seldom do.
7. When they do I "preach" the answer to them.
8. I expect near-perfection from myself and others.
9. They would be afraid to do this.
10. My associates are strangers to me except in professional work.
11. I have not controlled this impulse.

## Board Issues Bulletin On School Transportation

A bulletin, "Rules, Regulations and Laws Governing Public School Transportation in North Carolina" has been issued by the State Board of Education.

The bulletin, divided into two parts, includes in the first part the duties and responsibilities of county superintendents and county boards of education, principals and teachers, chief school bus mechanics, school bus drivers, school bus monitors and pupils. It also includes qualifications of school bus drivers and the rated capacity of North Carolina public school busses.

The second part of the bulletin contains extracts from laws relating to public school transportation.

In the "Introduction," C. D. Douglas, controller, states that "The responsibilities for pupil transportation have been outlined in this publication in the hope that this information will be of assistance to all persons concerned in safeguarding the lives and health of the school children of the State as they cooperate in an attempt to provide safe and economical transportation facilities for their respective school units."

Copies of the bulletin have been furnished to all superintendents for distribution to those concerned in the operation of the school bus system.

## Superintendents Outline Steps to Improve Schools

Five immediate steps are needed, according to North Carolina superintendents, if the schools of the State are to be further improved.

Recommendations on these factors were recently presented to the State Board of Education by Ray Lowder, Superintendent of the Lincolnton Schools and J. W. Byers, Superintendent of the Asheville schools, officials of the Department of Superintendence of the N. C. Education Association.

The superintendents propose the following:

1. Remedying of the shortage of white elementary teachers, the supply of whom was termed "woefully inadequate."
  2. Increased pay for leaders in the State Department of Public Instruction.
  3. Employment of teachers and other instructional personnel on a 10-month basis to permit planning and evaluation of the instructional program.
  4. Providing principals with assistance to relieve them of clerical duties.
  5. Extension of the program for handicapped children.
- The superintendents also urged the Board to work for increased State appropriation for school plant operation.

## DURHAM COUNTY SCHOOLS TAKE INVENTORY

Did you ever wonder what a county school system is like? What the overall picture of administering a county school system is? Or what are various aspects of operating a public school system?

If you have and have not had your desire to know some of these things fulfilled, then you will be interested in the following inventory of Brief Highlights of the Durham County Schools for 1949-'50:

1. Enrolled 6,507 students, 428 more than the previous year.

2. Transported 759,060 students a total of 403,743 miles without a major injury.

3. Occupied 36 new classrooms, 5 new libraries, 2 new cafeterias, and 1 new gymnasium at a cost of \$544,873.23.

4. Redecorated and/or relighted 59 classrooms and libraries.

5. Purchased considerable furniture and equipment to improve our instructional and general service program.

6. Employed, for the first time, a director of health and physical education for the entire county.

7. Served, in our cafeterias, 536,819 nutritious, well balanced meals—including  $\frac{1}{2}$  pint of fresh, whole milk. 41,367 of these meals were served without cost to the children. The others were served at costs ranging from 5 to 20 cents, depending on ability to pay.

8. Had a total income in all of our cafeterias of \$126,104.39 and spent \$120,059.32, leaving an operating balance of \$6,045.07 for the year.

9. Had three of our elementary schools evaluated by the State Department of Public Instruction. All received "Excellent" ratings.

10. Vitalized our program of instruction by employing a very efficient director of audio-visual education.

11. Had an evaluation of our guidance services—the first county-wide evaluation ever done in North Carolina.

12. Completed a "child" survey of the County, counting and locating every child under 21 years of age. Occupational analyses of parents and former students were done as well as enrollment projections for each school for the next five years.

13. Had a building needs survey by the State Board of Education and adopted a program based on immediate, semi-immediate, and long-time needs.

14. Sponsored the organization of a county-wide school committeemen's group. The group had two very successful meetings; the State Superintendent of Public Instruction addressed the first meeting and the second was de-

voted to a study of the building survey.

15. Presented certificates of appreciation to seven retiring school committeemen.

16. Held a training course for principals on how to best utilize the services of their local committeemen. Planned and regularly scheduled meetings of committeemen were held monthly in each district. Each member of our staff met with every committee and explained in detail the work of his respective department.

17. Held monthly principals' meetings for coordinating our work. All staff members attended these meetings and the school committeemen of the host school were also in attendance. Special consultants in various fields were used in many of these meetings.

18. Worked out a Handbook for local school committeemen and sent them copies of all board regulations, announcements, reports, and bulletins issued by our central office.

19. Provided staff members for P. T. A. programs in every school in the county, giving us an excellent opportunity to explain the work of our various departments.

20. Organized an emergency student loan fund to assist worthy Durham County students.

21. Contributed to the efficiency of our white elementary teachers by holding (1) an audio-visual fair, (2) an art workshop, (3) a workshop on enjoying literature, and (4) a clinic on reading problems. Our Negro teachers held a music clinic and many meetings on resource-use education. Frequent professional growth meetings were held for high school teachers on an individual school basis and county-wide by subject areas.

22. Enrolled twenty-three teachers in a graduate course in the use of visual aids. The class met at Oak Grove once each week and was taught by the Director of Audio-Visual Education of the University of North Carolina.

23. Had approximately thirty teachers and other members of our staff who attempted to improve their efficiency by taking courses at Duke, University of North Carolina, and North Carolina College in the evenings or on Saturdays.

24. Strengthened, considerably, our health program. In addition to our usual examination of children in grades one, three and six, all ninth and twelfth grade students were given a special and detailed examination. Follow up work with parents was done where defects were discovered and we spent \$1,047.90 on the correction of defects for children whose parents could not

afford to have the work done. Special hearing tests were given to 504 white and 287 Negro children—Follow-up was done in all cases where a material hearing loss was discovered. In cooperation with the Health Department, a new and effective program of dental education was begun in our schools.

25. Instituted a new program "follow-up" on all students who dropped out of the Durham County Schools. Our records now reveal why each student left our schools and where they enrolled (if at all) after leaving us.

26. Distributed clothes to approximately sixty students in order that they might be properly clothed for regular school attendance.

27. Reduced, through the efforts of our attendance director who made 498 home visits, the percentage of irregular attenders—a factor in our gaining ten state allotted teachers for next year.

28. Developed and put into use a new and improved method of reporting to parents the educational progress of their children. The reports, and the techniques of use, were worked out cooperatively by parents, teachers, and students.

29. Did follow-up studies on our graduates for the past five years and compiled records of those now attending college.

30. Organized a County-wide Council of High School Student Councils. Monthly meetings were held and efforts were made to improve the effectiveness of the individual councils and to coordinate their work throughout the county. An all-day, County-wide, Student Council clinic was held at Bethesda in October.

31. Had an average enrollment of approximately 250 veterans in the trades and farm training programs carried on by our agriculture teachers.

32. Enriched learning experiences for 4,574 students who, by using our activity buses, took 143 field trips to points of interest in Durham and the surrounding area.

33. Held weekly meetings of our administrative staff to plan, evaluate, and coordinate our work. Representatives from the Health Department, the Welfare Department, the Child Guidance Clinic, and the Family Service joined our meetings at various times throughout the year.

34. Concentrated our efforts on interpretation and public relations, both for the individual schools and the Durham County system as a whole. We sought to use wisely all available avenues for explaining to parents what the Durham County Schools are attempting to do for their children. From September 15, 1949 to June 25, 1950, there were 421

## Georgia's School Board Visits State Offices

Members of the Georgia State Board of Education made a two-day study of North Carolina's school set-up in July. Members paid visits to the Controller's office and the Divisions of Textbooks and Vocational Education.

## Counseling Shows Signs of Progress

There are many signs that guidance and counseling services are making progress in the public schools of the State. Some of these evidences of progress are as follows:

Swain County elementary teachers report satisfying results from making case studies.

Allen Jay High School, Guilford County, is making plans for a counselor's office.

Durham County recently completed a county-wide evaluation of guidance services, first in the State.

Alamance County will publish a report of guidance activities for the past year and make recommendations for improvement.

Hendersonville High School faculty has requested aid in planning this year's guidance program.

Roanoke Rapids faculty has selected Guidance for their professional study, which they will begin this month.

Reidsville High School made a record of specific guidance activities which were carried out last year in order to evaluate the program and to plan next steps.

Morganton High School reports a follow-up study of graduates for the last five years.

Career days are increasing, 19 having reported during March and April.

Guidance courses were offered in 12 colleges this summer.

Counselors' certification is being studied and a plan is to be submitted this fall.

news items, covering all phases of our program, released to the local papers—72 of these were pictures of student activities or school personnel.

35. Spent for the operation (current expense) of the Durham County Schools \$116.61 per pupil enrolled; of this amount, \$93.43 was from state funds and \$23.18 from local funds.

36. Gave major emphasis to our prime objective: the best possible instruction, for every child, in citizenship and the basic subject areas.

## American Education Week to Be Observed November 5-11

American Education Week will be observed this year on November 5-11.

This annual observance began thirty years ago. Its purpose is to inform "the people of the accomplishments and needs of the public schools and to secure cooperation and support of the public in meeting these needs." It is sponsored by the National Education Association, The American Legion, National Congress of Parents and Teachers, and the Office of Education.

General theme of this year's observance is: "Government of, by, and for the People." Day by day topics are as follows:

Sunday, Nov. 5—Moral and Spiritual Values

Monday, Nov. 6—Responsibilities of the Citizen

Tuesday, Nov. 7—Meaning of the Ballot

Wednesday, Nov. 8—Urgent School Needs

Thursday, Nov. 9—Opportunity for All

Friday, Nov. 10—Home-School-Community Teamwork

Saturday, Nov. 11—Freedom's Heritage

For a list of special material which are available at nominal cost to help planning committees develop their programs, write to the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.

## New Records for Children

MUSICAL MOTHER RUTH CHARACTER TRAINING SONGS AND STORIES, first introduced to radio audiences over Station KGER (Los Angeles, Cal.), are now available at popular prices on two albums of phonograph records through Musical Mother Ruth Records, 470 Manzanita, Sierra Madre, Cal.

Recorded after two years of testing with teachers, church groups, summer camp leaders, etc., the programs for children, three to nine years of age, are designed as one basic cure for juvenile delinquency. Production is simple, with Mrs. Ruth Agnew Thurber using the talking voice for presenting her songs with piano background. Paced slowly enough so as to motivate participation by the children, the records encourage memory training for the primary school child, as well as practice of such desirable character traits as unselfishness, courtesy, honesty and gratitude.—FREC BULLETIN, March, 1950.

## Board Urges Priority For School Buildings

Senators and Representatives from North Carolina were urged to give priority in any legislation affecting building materials to the construction and repair of public school buildings by the State Board of Education at its regular meeting held August 3.

The resolution passed by the Board instructing Secretary Clyde A. Erwin to send a copy to North Carolina members of Congress pointed out that this State and the local administrative units are now in the midst of a school building program for the public schools involving expenditures in excess of \$110 million. It also stated that "world conditions are becoming such that it may be difficult to obtain critical building materials necessary" for the completion of this program. For these reasons the North Carolina delegation in Congress is urged to keep an eye on legislation concerned with building materials.

## Dr. Newbold Retires

Dr. N. C. Newbold, Director of the Division of Negro Education, retired on July 1, after 37 years with the Department of Public Instruction. G. H. Ferguson, Assistant Director of the Division, was named Acting Director by Superintendent Clyde A. Erwin.

Dr. Newbold came with the Department in 1913 as "Supervisor of Elementary Schools", which title was later changed to "State Agent for Negro Schools." Prior to coming to the State office, he was superintendent of schools in Asheboro, Roxboro and Washington—13 years. His total public school record, therefore, equals exactly 50 years.

Under Dr. Newbold, the program of public education for Negroes has been developed to the point where it is recognized as probably the most progressive in the South. He has contributed much toward the amicable race relationships that exist in North Carolina.

According to the Greensboro Record, "the leadership and example of men like Dr. Newbold assume the understanding, sympathy and cooperation, without which men of different races, colors and creeds cannot live harmoniously." The Henderson Daily Dispatch says, "Whatever may be the accomplishments of the future in behalf of Negro education in North Carolina, few men, if any at all, will merit greater credit or praise for results achieved than will he . . . He is richly deserving of the gratitude of the Negroes especially and likewise of the Whole State generally."



## Department Prints Leaflet on Teaching

A leaflet entitled "Teaching in North Carolina" has been printed and distributed to the superintendents of the State.

The leaflet was printed in accordance with Chapter 1264, Public Laws of 1949. It is the purpose of the leaflet to aid in the recruitment of teachers for North Carolina public schools, especially young people who have not yet decided their life work. It will also help to answer inquiries concerning the teaching profession by guidance directors and counselors among present high school students.

A supply of the leaflet has been sent to each superintendant. Additional copies are available from L. H. Jobe, State Department of Public Instruction, Raleigh, N. C.

## McSwain Takes College Business Job

Holland McSwain resigned September 1 as Superintendent of Caswell County to go with Flora McDonald College, Red Springs. He will be business manager.

Mr. McSwain had previously resigned as Caswell's Superintendent effective June 30, 1951; but in order to put his children in school at the beginning of the 1950-'51 term, he decided to accept the Flora McDonald offer.

McSwain had been in public school work for the past 22 years, most of the time in Caswell County as teacher, principal, and then as County Superintendent.

## School-Health Issues Mental Health Bulletins

A number of mental health bulletins have been issued by the School Health Coordinating Service, joint agency of the State Department of Public Instruction and the State Board of Health.

These mimeograph bulletins include such topics as:

Creative Activities and Mental Health Supervision and Group Action

Role-Playing (Socio-Drama) and Mental Health Examinations, Working, Promotion and Mental Health

Mental Health and Fear of Authority

Copies of these bulletins are available from Dr. R. M. Fink, School-Health Coordinating Service, Raleigh, N. C.

## Educational Movies Expand in Australia

The Victorian Education Department is expanding visual aid for teaching. More than 20,000 children are getting instruction each week, patterned on the Canadian National Film Board's visual education program. More than 1,000 Victorian schools are equipped with projectors. Other Australian States are studying Victorian developments.

## State Writes \$41 Million Insurance on School Buildings

The Division of Insurance of the State Board of Education wrote \$41,693,817.93 on school buildings in 74 of the 172 administrative units during 1949-'50, report for the year shows.

Greatest coverage, \$3,800,070, was taken by the Asheville city unit. Buncombe ranked second in coverage with a total of \$3,616,465 on its school buildings. Other units having a \$1,000,000 or more of insurance with the State Board in 1949-'50 were: Burlington, \$1,000,000; Greene County, \$1,166,000; Haywood County, \$1,609,500; Johnston County, \$2,220,721; Lenoir County, \$1,153,298.34; Lincoln County, \$1,063,525; Moore County, \$1,494,500; Nash, \$1,099,000; Randolph, \$1,709,000; Wake, \$1,070,413; and Wayne, \$1,407,975.01.

## Committee Issues Tentative Guide to Resource-Use Education Workshops

A "Tentative Guide to Resource-Use Education Workshops" has been developed by a committee of representatives from colleges, State Departments of Education and the Tennessee Valley Authority.

The purpose of this Guide, according to Dr. R. L. Weaver, Project Leader, State Department of Public Instruction, is to help administrators, directors, consultants and participants, plan, organize, conduct, and evaluate Resource-Use Education workshops. It was drafted tentatively in order that copies would be available for trial use during the summer. Workshops were held in a number of places throughout the Southern States. In North Carolina five workshops were held in 1950—Appalachian State Teachers College, East Carolina Teachers College, Elizabeth City State Teachers College, North Carolina College, and Woman's College.

## Mrs. Ferguson Resigns

Mrs. Ruth Ferguson, Assistant State Supervisor of Home Economics Education, resigned in July. Mrs. Ferguson was in charge of the Future Homemakers Association, an organization of students of home economics education.

## Michigan College Offers Scholarship

A four-year scholarship to the Michigan College of Mining and Technology, Houghton, is available to a North Carolina student, a letter from the Registrar, L. F. Duggan, to Superintendent Clyde A. Erwin states.

The award carries remission of matriculation and annual tuition fees. Selection of candidate, who must be in the upper half of his class, rests with the Department of Public Instruction. Transcript of record filled out by the high school principal must accompany the recommendation of the State Superintendent. Students interested should write Superintendent Erwin.

## Society Releases Radio Scripts on World Peace

How can we prevent a third world war? That vital question will be the theme of a new series of radio scripts to be released in September by the Society for the Prevention of World War III, a non-profit, educational organization. This will be the fifth season for this popular series dedicated to the cause of world peace.

Each script is a complete 15-minute dramatization, highlighting current developments in world affairs with special emphasis on the problem of Germany. Dialogue is simply written for four or five characters.

The scripts can be used on or off the air. They are especially effective as program material for club meetings, school assemblies, radio workshops, little theatres, and community centers. Teachers of history, current events, English, and dramatics will find the series most helpful in classroom work.

For free copies of scripts and other educational material, write the Radio Department, Society for the Prevention of World War III, 515 Madison Avenue.

## Auxiliary Sponsors 16th Essay Contest

The Sixteenth Annual National High School Essay Contest will be sponsored this year, 1950-'51, by the Ladies Auxiliary to the Veterans of Foreign Wars, it is announced by Mrs. Eleanor Grant Rigby, National Secretary. Write Mrs. Rigby, 406 W. 34th St., Kansas City 2, Mo., for details.

# THE ATTORNEY GENERAL RULES

## Double Office Holding

*In reply to inquiry:* I have your letter of May 25th in which you write me as follows:

"The high school pupils from the ..... Elementary School District attend the high school at ..... and are transported daily by school busses. In order to give the patrons of the high school students in the ..... District some representation in the ..... school, the County Board of Education wishes to appoint one member of the ..... Elementary School District Committee to membership of the ..... School District Committee.

"The question arose if one individual would be legally eligible to serve on both committees. I was requested to ask you to give us a ruling on this matter."

The opinion has been expressed in this office that serving as a member of the School District Committee is holding a public office and under the Constitution, Article XIV, Section 7, a person holding this position could not hold another public office. For this reason, I do not think a person would be eligible to be a school committeeman in two separate school districts at the same time.—Attorney General, May 8, 1950.

## Budgets; Capital Outlay; Current Expenses; Modernizing and Renovating Buildings

*In reply to inquiry:* I have your letter of May 5th in which you write me as follows:

"The ..... County Board of Education has accumulated a surplus of approximately \$35,000.00 in current expense funds. Rather than permit these funds to go back into the general fund of the county, our Board of County Commissioners and Board of Education wishes to set up the amount of this current expense surplus as a special fund to be used in modernizing and renovating some of our present school buildings in our planned program of school improvements. This type of modernization will consist of repairing and improving the interior of the school buildings and will not be of the type of capital outlay expenditures. We are assuming that these funds could be transferred from current expense to capital outlay by proper resolution and the approval of the State Board of Education. We prefer, however, to set

it up as a special current expense modernization fund.

"The purpose of this letter is to request you to inform us if the two Boards have the legal authority to set up the current expense surplus fund at the end of this fiscal year as a special modernization and renovation fund."

There is no provision in our School Law and our County Fiscal Control Laws which would permit the County Board of Education to use an accumulated surplus in the current expense fund as a special fund set up for the purposes mentioned by you. The County Fiscal Control Law requires that each fiscal year appropriation shall be made to cover the funds required for the school purposes for the next succeeding year and any unexpended balances in any school fund for current expense could not be carried over as a surplus or separate fund. If, however, the fund is available and unexpended, the Board of County Commissioners could, in the new appropriation for the next year, use the money for the purpose for which it desires to spend it in the school program which could, of course, include current expense. You would thereby attain the same result but at the same time would be complying with the provisions of the County Fiscal Control Law found in Article 10 of Chapter 153 of the General Statutes.—Attorney General, May 8, 1950.

## Teachers; Dismissal; Termination of Contract; Required Notice to Terminate Contract of Teacher of Vocational Agriculture

*In reply to inquiry:* I have your letter of June 7th in which you write me as follows:

"If a teacher is to be dismissed at the end of the school year, a letter must be mailed on or before the closing date of school by the superintendent. In the case of a teacher of vocational agriculture, I am wondering if the letter would have to be mailed on or before the closing date of school or on or before June 30, when his contract expires. As you know, a vocational teacher of agriculture works for twelve months with his contract running from July 1 through June 30. I shall be glad to have your opinion on this matter."

I had occasion to write....., Attorney for the Board of Education

## Age for Admission; Child who will be Six Years of Age on The 2nd of October, 1950.

*In reply to inquiry:* In your letter of the 27th of March, 1950, you inquire if a child who will be six years of age on the 2nd of October, 1950, will be eligible to enter school during the Fall Term, 1950.

G. S. 115-371 is as follows:

"Children to be entitled to enrollment in the public schools for the school year one thousand nine hundred thirty-seven, thirty-eight, and each year thereafter, must be six years of age on or before October first of the year in which they enroll, and must enroll during the first month of the school year."

According to the common law as declared in many cases from other jurisdictions, the child would be six years of age on the first moment of October 1, 1950, or the first day preceding the anniversary of birth. For authority in support of this opinion, I cite you to the following:

31 Corpus Juris 987;  
Hamlin v. Stevenson, 34 Ky. (4 Dana) 597;  
Bynum v. Moore, 101 Okl. 128, 223 Pac. 687;  
Gouldsboro v. Sullivan, 132 Me. 342;  
170 Atl. 900;  
Thomas v. Couch, 171 Ga. 602, 156 S. E. 206.

In view of the above, you are advised that since your child will be six years of age on the 2nd of October 1950, she would have become six years of age on the first moment of the 1st of October, 1950, and would, therefore, be entitled to enter school at the Fall Term, 1950, provided she is enrolled during the first month of that school year.—Attorney General, March 30, 1950.

of.....County, on this subject on June 14, 1948. In my letter to him I expressed the following opinion.

"Your next question relates to the status of a teacher of Vocational Agriculture. This teacher had a separate agreement as to his employment, the contract running from July 1st, to June 30th. This teacher is paid by State funds and Federal funds and also in part by the County. The Board of Trustees rejected the election of this teacher for 1948-49. He was given notice by the Trustees of such rejection. The Superintendent of the County Unit was furnished a report as to his

(Continued on page 16)

## LOOKING BACK

### 5 YEARS AGO

N. C. Public School Bulletin, September, 1945

On July 1, 1945, Egbert N. Peeler resigned as Director of the Division of Textbooks to become Superintendent of the State School for the Blind and Deaf.

Immunization against whooping cough is required under a new law enacted by the General Assembly of 1945.

Schools using equipment bought with Federal funds during five years of the war training programs will retain title to it, and shall not be "required to surrender it" to anyone.

With 11 colleges and 22 secondary schools, North Carolina leads the states in number of approved high schools and colleges for Negroes in the area covered by the Southern Association of Colleges and Secondary Schools, it is disclosed in the recently prepared list of approved colleges and secondary schools for Negro Youth by the Committee on Approval of Negro Schools.

A permanent school lunch program has been recommended by the House Committee on Agriculture, after extended hearings on a bill sponsored by Representative Flannagan of Virginia.

### 10 YEARS AGO

N. C. Public School Bulletin, September, 1940

Edward L. Best, Superintendent of the Mecklenburg County Schools for the past five years, died of a heart attack July 5, 1940.

The fourth annual "Superintendents' Conference", sponsored by the Department, met August 1-3 at the Western Carolina Teachers College, Cullowhee, N. C.

Only three changes have been made so far in superintendents for the 1940-41 school term: R. I. Leake in Dare County; A. B. Gibson in Laurinburg; and John C. Lockhart in Mecklenburg County.

The first printing of 180,000 of the new Cumulative Record folders have been sold to county and city units and an order for an additional 100,000 has been placed with the printer.

An entirely new athletic field and stadium has been approved for Kings Mountain.

The WPA recently announced the approval of a school building project in Wilson County to cost \$33,912.

## Board Approves Additional School Building Projects

Additional school building projects totaling a cost of \$2,379,869.67 were approved by the State Board of Education at its regular meeting, August 3, 1950.

These projects included new class rooms, elementary and high school, additions to buildings, physical education buildings, agriculture buildings, cafeterias, libraries, roofing, sanitation, heating, etc. By race the approvals totaled: white, \$1,550,032.35; Negro, \$829,837.32.

According to John L. Cameron, Director, Division of Schoolhouse Planning and surveys, the addition of August approvals by the Board makes a total approval of \$20,136,484.84 from the \$50 million in State funds provided for schoolhouse improvement and construction by the General Assembly of 1949. This total approval by races follows:

White .....	\$13,105,120.38
Negro .....	6,740,649.37
Indian .....	291,715.09

### ATTORNEY GENERAL RULES

(Continued from page 15)

rejection, but he overlooked sending a registered notice to him of his rejection before the close of school. About five days after school closed, the teacher sent a registered notice to the Superintendent of Schools advising that he was going to teach during the next session. This question, it seems to me, deals with whether this teacher was given the proper statutory notice that he had not been re-elected to teach for the coming school year.

"We are of the opinion that the regular notice as required by Section 115-359 of the General Statutes should have been given to this teacher. The statutory method embodied in this section applies to all school teachers, and we do not think it makes any difference that his particular contract provides for a different length of time, that is, from July 1st, to June 30th. This statute intended to provide a uniform method; and he should have received the required notice prior to the close of the school term or year just as other teachers, as the provisions of the statute relate to the regular school term or year and not to any particular contractual time."

The law has not changed since that time and this is still my opinion on the subject. Attorney General, June 9, 1950.

## MAKING TODAY'S NEWS

Harnett. The Harnett County Board of Education announced today through Superintendent of Schools C. Reid Ross that the State has approved an allotment of \$514,843.88 for the development of the school system. Dunn Dispatch, June 30.

Cabarrus. Two new principals have been secured for Cabarrus County schools. Paul B. Hammock of Cramerton will head the faculty at Royal Oaks School, and Melvin Hurlocker of Kannapolis will be principal of Cline school. Concord Tribune, July 12.

Iredell. Zeb V. K. Dickson, principal of Wilkesboro High School for the past several years has accepted the principal's position at Central High School in Iredell County. Statesville Daily, July 6.

Moore. State funds coming into Moore County from the school building bond issue voted by North Carolinians in June, 1949, will be used mostly for the improvement of Negro schools. Southern Pines Pilot, July 7.

Bertie. Approximately 200 tonsillectomies were performed and glasses provided for 200 students during 1949-50 as part of the school clinics in Bertie County, according to John L. Dupree, Superintendent of schools. Bertie Ledger Advance, July 6.

Charlotte. A \$9 million investment in school buildings and facilities will be required during the next five years to relieve the present overcrowded condition of Charlotte schools and to accommodate an expected enrollment increase of about 800 pupils a year. Charlotte Observer, July 12.

Davidson. A special five-member committee of the State Board of Education recommended here yesterday that Davidson County's 14 high schools outside Lexington and Thomasville be consolidated into six units. Greensboro Daily News, June 30.

Madison. A group of more than 100 citizens, assembled in mass meetings in the Madison County Courthouse today demanded the resignation of top school officials and requested non-partisan election of the county board of education. Greensboro News, July 23.



# NORTH CAROLINA PUBLIC SCHOOL

# BULLETIN

Published Monthly by the State Department of Public Instruction

OCTOBER, 1950

RALEIGH, NORTH CAROLINA

Vol. XV No. 2

## Summer School Costs May be Tax Deduction

A court of appeals held recently that a teacher who is required to take summer school courses in order to renew a teaching certificate is entitled to a deduction from her income tax the tuition, traveling expenses, and the difference between the cost of living at the school and at home.

## Trade Classes Have Low Accident Record

Average frequency and severity of accident in North Carolina trade classes are lower than the average rates of industry, it is learned from the Trade and Industrial department of the Division of Vocational Education under whose supervision such classes are carried on in the public schools.

According to a recent Safety News Letter issued by the Trade and Industrial department, there were only 11 lost time accidents in trade classes and 5 in industrial arts. The former entailed a loss of 18.5 days in school and the latter only 5 days. Most accidents, the News Letter shows, were involved in the use of the jointer, both in trade classes and industrial arts. The chisel and jointer tied for first place in tools involved in accidents in industrial arts. The hand saw was second among tools involved in accidents in trade classes.

Fingers and hands were involved in a majority of accidents.

The following table shows percentage distribution for each field.

Machines Involved	Trades	Industrial Arts
Jointer .....	13	19
Hand saw .....	10	6
Variety saw .....	7	.....
Chisel, wood .....	6	19
Knife .....	5	.....
Lathe (metal) ....	5	.....
Hammer .....	3	.....
Sander .....	3	6
Drill press .....	.....	9
Shaper .....	.....	9
Miscellaneous ....	48	32
	100	100

## SOUTHERN STATES STUDY THEIR ELEMENTARY SCHOOLS

Thirteen southern states have joined in making a study of elementary education on a regional basis. It is announced by Harold D. Drummond of Peabody College who is Coordinator for the study under the sponsorship of the Southern Association of Colleges and Secondary Schools.

The purpose of the study is to improve the education of boys and girls in the South. Each state cooperating has already formed a committee on elementary education. The chairmen of these committees will serve as a Central Coordinating Committee which is headed by Dr. H. Arnold Perry of the University of North Carolina.

States cooperating are: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

According to Dr. Perry, "The Central Coordinating Committee has decided to work on four main problems of regional importance and has set up a committee to deal with each. (1) Gathering data on elementary education in the South and presenting it to the layman in concise, understandable terms; (2) Developing suitable procedures and instruments for evaluating elementary schools; (3) Improving the recruitment, selection, and education of elementary teachers, principals, and supervisors; (4) Initiating a program of action designed to develop better elementary schools and to accelerate improvements in curriculum and teaching.

Regional action is being taken in these four areas. Work conferences were held during the summer of 1949 at which Elementary Evaluative Criteria were devised. At a work-conference last spring a preliminary draft of a "Charter for Elementary Education in the South" was written. Results of other work will be made available by January, 1951.

## Governor Proclaims Oct. 15 Poetry Day

Governor W. Kerr Scott has proclaimed Poetry Day for North Carolina to be observed annually on October 15.

In carrying out this observance, it has been suggested that the schools this year observe the last Friday, October 13, before the 15th which falls on Sunday.

North Carolina is the 19th state to have a day proclaimed as Poetry Day. A national committee is at work in an effort to make it nationwide.

## Health Conferences Held

During September and early October ten School-Health Conferences were held throughout the State—at Chapel Hill, Fayetteville, Wilson, Elizabeth City, Winston-Salem, Salisbury, Lenoir, Asheville, Bryson City and Charlotte.

These conferences were held under the joint sponsorship of the State Department of Public Instruction and the State Board of Health. The North Carolina Congress of Parents and Teachers, the State Dental Society, The State Medical Society and the State Department of Public Welfare cooperated in developing and planning the program.

The general purpose of the conferences was to improve School Health Programs.

## FEATURES

	Page
Southern States Study Their Elementary Schools . . . .	1
Superintendent Erwin Says . .	2
Constitutional Amendments . .	3
Educators Organize National Conference . . . . .	4
The Attorney General Rules . .	15

# Superintendent Erwin Says . . .

**B**ECAUSE I believe you will be interested in the Brief accompanying the Budget Request of the State Board of Education submitted to the Advisory Budget Commission on September 27, 1950, I am printing it in this issue of the BULLETIN as a part of my monthly statement:

"Two years ago the State Board of Education in its request to the General Assembly went on record as favoring a teachers salary schedule based on a salary range of \$2,400 to \$3,600 for Class A teachers when and if the funds were available to make such a plan possible. The Board has not receded from this position and, within the limits of the funds available, renews that request. We wish to point out that this level of salaries received the endorsement of the people of this State in the primaries and elections in which it was an issue. Accordingly, we have prepared, and there is attached hereto, an estimate of the amounts of money needed to accomplish this result.

"However, the formal budget estimates which have been submitted to you are based on a salary schedule for teachers holding A certificates of \$2,200 to \$3,100 as provided by Section 20½ of the Appropriation Act of the last General Assembly. This is submitted as a basic budget. It was prepared in mid-summer and was based on economic conditions existing at that time; it is not intended to anticipate rising living costs or other inflationary conditions. It is expected, therefore, that any adjustments made possible by additional tax receipts or any general increase in salaries which may be provided to meet higher living costs will be included and made a part of your recommended appropriations for instructional salaries."

The total budget requests for the Nine Months School Fund, which excludes the purchase of new school busses, textbooks, vocational education, and State administration, are \$95,897,119 for 1951-52 and \$98,736,829 for 1952-53. The additional amounts necessary to pay the \$2,400-3,600 salary schedule referred to in the first paragraph of the Board's statement are as follows: \$9,313,719 for 1951-52 and \$9,501,149 for 1952-53.

## NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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October, 1950

Vol. XV, No. 2



CLYDE A. ERWIN  
State Supt. of Public Instruction

EDITOR

L. H. JOBE  
Director, Division of Publications

# *Ye Editor Comments . . .*

## **CONSTITUTIONAL ADMENDMENTS**

**F**IVE proposals will be submitted to a vote of the people at the regular election next month. All five are favored by a great many people.

We are calling attention to two especially which we believe every school person should be interested in—the retirement amendment and the amendment providing for an increase in the pay of our legislators. The first would protect the funds of the Teachers and State Employees Retirement System by a provision that none of such funds could be diverted, used or borrowed for any purpose other than needs of the Retirement System. The second would increase the pay of members of the Legislature from \$8 to \$15 per day, presiding officers \$20, for a 90-day session. For time beyond the specified term they would serve without pay.

We believe these two amendments should have the support of all school people, and we hope they will pass and thus be written into our fundamental law.

## **REJECTED OPPORTUNITIES**

**B**ECAUSE a larger percentage of those now being selected for military service are rejected for failing to pass physical and mental examinations, it has been said that the schools are to blame.

What about those who did pass these examinations? They went to the same schools. No, the schools aren't to blame, even though it is admitted that they have their weaknesses, one of which is the better enforcement of the compulsory attendance law.

No! Parents and students are responsible in the main for this situation. Schools have been provided to prevent such situations from occurring, it is true; but under our system of mass education, a teacher can only "open the door of opportunity." Classes are open and are free alike to all, provided by tax money. The fact that a compulsory attendance law is necessary is in itself evidence that parents and children are responsible for military service rejections—they have rejected their educational opportunities.

## **BETTER PROMOTIONS**

**P**ROMOTIONS in the public schools are better. That is, a greater percentage of boys and girls are promoted at the end of the school term to the next higher grade. This has been shown by statistical facts presented elsewhere in this publication.

Whether the increase has been due to simply better promotion practices or to better work on the part of a greater proportion of pupils enrolled as a result of other improved factors is another question. We are informed that promotion practices are better; and by better we mean that when the decision of whether to promote a child is made, more attention is given by teachers to his chronological age and to certain sociological factors. Pure academic achievements alone are not considered as the sole criterion for promoting a pupil. If such procedures have been introduced since 1942-43, the basic year for comparative purpose, then we might ascribe this as a sole cause for better promotions. Better promotion practices however, have been advocated by State Department officials for a number of years running back prior to 1942-43, and so this factor is perhaps only one of the causes of better promotions in 1948-49.

Other factors which we believe should be counted as favorable to better promotions are the following: Better school attendance, better teaching, free textbooks including supplementary reading materials, and a longer school term. There may be other factors, including that of better transportation facilities and to some extent improved school plants. Suffice it to say here, if the figures continue from year to year, then results in terms of high school graduates will show corresponding increases as the years go by. Teachers should be cautioned, however, against wholesale promotions regardless of academic achievement. The schools have been provided as "Institutions of Learning".



## EDUCATORS ORGANIZE NATIONAL CONFERENCE

Representatives of 75 educational organizations have given their approval to the organization of a permanent National Conference for the Mobilization of Education as a means of tying American education into the new defense program of the nation.

At the close of a two-day session in Washington, September 9-10, the educators voted to set up the conference as a permanent clearing house for information on defense developments and manpower policies. The conference also will work with the U. S. Office of Education in an advisory capacity.

The conference delegates pledged "on behalf of ourselves and colleagues at all levels of American education" full support in the mobilization of resources of the United States to meet the national and international emergency "created by acts and threats of aggression".

Action of the National Security Resources Board and the President in establishing the U. S. Office of Education as an advisory and consultative agency on those aspects of security planning that relate to education and as an operating agency in the major fields of Federal and educational training programs was commended in a resolution adopted by the conference.

The resolution also urged "renewed effort to develop, through education, intelligent and resolute understanding of the current role of the United Nations in preventing and resisting aggression".

Conference delegates met with representatives of the U. S. Department of State, National Security Resources Board, Departments of Defense, Army, Navy, and Air Force, Selective Service System, Federal Security Agency, Research and Development Board, Department of Labor, and the U. S. Office of Education, to discuss how to deal with special industrial and military training programs which might be set up in the schools during this emergency as in World War II.

Spokesmen for the various educational associations also urged top level educational representation on contemplated training programs, representation by education in civilian defense and other local responsibilities and a strengthening of teaching staffs.

Willard E. Givens, executive secretary of the National Education Association, Washington, D. C., was named chairman of the executive committee of the Mobilization Conference.

Other officers and executive committee members include:

Vice-Chairman—Edgar Fuller, executive secretary, National Council of

Chief State School Officers, Washington, D. C.

Secretary—J. Kenneth Little, director of student personnel services, University of Wisconsin, Madison, Wis.

Coordinator—J. L. McCaskill, associate secretary, Department of Higher Education, National Education Association, Washington, D. C.

## Magazine Will Award \$225 for Travel Articles

The Scholastic Teacher will award \$225 in prizes for nine articles, \$25 for each article, on the subject of travel.

Teachers, principals, superintendents, supervisors and libraries are eligible to enter the contest. True, entertaining accounts, 750-1,000 words, that will help others make the most of their travel time are invited. February 1, 1951 is the deadline for submitting articles, which will not be returned unless accompanied by a self-addressed, stamped envelope. Send manuscripts to Travel Editor, Scholastic Teacher Magazine, 7 East 12th Street, New York 3, N. Y.

## Poetry Association To Conduct Essay Contest

An annual Essay Contest in high schools has been added as another activity of the National Poetry Association, it is announced by Secretary D. Hartman.

The Association has heretofore sponsored poetry anthologies from manuscripts submitted by students of high schools. It has also sponsored anthologies of verse from college students and teachers. These have been published annually.

The new venture into essays was decided on as a means of encouraging creative writing through essays. The essays are limited to 200 words, and any high school student is eligible to submit a manuscript. Subjects suggested are: "Why I am an American," "Friendship," "Peace" and "My Ambition."

Rules are simple—one essay to a page, must bear signature of the student, school and home address, type-written or printed in ink. Closing date for submission of essays is Nov. 25th. ESSAYS MUST BE 200 WORDS OR LESS. The essay contest is under the supervision of the National Essay Association, affiliated with the National Poetry Association, 3210 Selby Avenue, Los Angeles 34, California.

## Mental Health for Children

An attractive leaflet designed for distribution to teachers, may be secured from the NEA at 30 cents per packet of 25.

## Department Lists Guidance Services

Guidance Services available from the Department of Public Instruction are of two kinds:

### 1. FIELD SERVICES

The State Supervisor and the Counselor-trainer at the University of North Carolina are available for such services as:

(a) Visiting schools and assisting in initiating, evaluating and improving guidance services.

(b) Training counselors and teachers in guidance techniques.

(c) Serving as speaker or consultant at meetings and conferences.

(d) Assisting local schools with studies of student problems and needs and determining changes in the school program to meet these needs.

(e) Assisting local schools in making follow-up studies of graduates and drop-outs and in making community surveys of occupational opportunities.

### II. MATERIALS

A. "Guidance Briefs", monthly newsletter reporting activities in the schools, listing new materials, etc.

B. Special Bulletins:

a. "Major Sources of Occupational and Educational Information." 1949-1950.

b. "Bibliography of Free and Inexpensive Occupational Pamphlet Material." 1949-1950.

c. "Books for Guidance" (A selected List for the High School Library) 1948-1949.

d. "Books for Vocational Guidance in Elementary Grades" 1947-48.

e. "Guidance Practices in North Carolina High Schools" (Annual Survey).

C. Other Materials:

a. "Professional Guidance Books for Teachers and Counselors" (Selected List).

b. "Guidance Check-list for Classroom Teachers."

c. "Suggestions for Career Days."

e. "Loan Kit" (Samples of guidance materials such as, personal data blanks, follow-up questionnaires, career day programs, standardized tests, etc.).

f. "Criteria for Evaluating Guidance Programs in Secondary Schools, Form B." (Useful for in-service training of faculty and evaluation of school guidance programs).

## BOARD APPROVES ADDITIONAL SCHOOL BUILDING PROJECTS

State funds totaling \$2,463,179.60 were approved for school building projects at the regular meeting of the State Board of Education on September 7. By races these funds are divided as follows: white, \$1,193,467.67; Negro, \$1,280,718.93; Indian, \$3,993,000.

Total funds approved to date from the \$50,000,000 State fund for the improvement of school buildings provided by the General Assembly of 1949 totals \$22,599,664.44.

The following projects were approved at the September meeting of the Board:

<i>Administrative Unit</i>	<i>Project</i>	<i>Description</i>	<i>Race</i>	<i>Amount</i>
Alamance	Alexander Wilson	Classrooms, Phys. Ed. Bldg.	W	\$90,000.00
Alexander	Hiddenite	Addition, Equip., Lighting	W	51,374.45
	Happy Plains	Addition, Heating, Lighting, Toilets	N	51,472.00
Bertie	W. S. Etheridge	Classrooms, Cafet., Toilets, Heating, Plumbing	N	84,681.60
Bladen	Dublin	Heating Plant	W	7,350.00
Cherokee	Ranger	New Building	W	106,788.51
Columbus	Chadbourn	8 Classrooms Primary Bldg.	W	18,000.00
	Cerro Gordo	6 Classrooms Primary Bldg.	W	25,500.00
	Fair Bluff	6 Classrooms Primary Bldg.	W	24,000.00
	Evergreen	4 Classrooms and Toilets	W	24,046.00
	Artesia	Home Ec. Room, Agri. Room and Shop, Auditorium-gym.	N	87,667.00
	Chadbourn	1 Classroom	I	3,993.00
	Tabor City	Gym., Shop	W	67,926.00
	Old Dock-Guideway	New Building	W	44,000.00
Duplin	Faison	New Building	N	129,801.00
	Charity	New Building	N	199,286.24
Tarboro	Pattillo High	New Building	N	117,244.59
Greensboro	Washington	New Building	N	140,516.92
Harnett	Benhaven	4 Classrooms	W	30,000.00
Canton	Penn Avenue	Renovation	W	8,458.30
	North Canton	Renovation	W	5,647.75
Mooreville	Mooreville High	New Building-Supplementary	W	34,720.18
		Applic.	W	15,000.00
Southern Pines	Southern Pines	4 Classrooms	W	34,720.18
New Hanover	Tilteston	2 Classrooms, Utility Room, Shop	W	150,511.00
	Sunset Park	10 Classrooms, Gym, Shop, Home Ec., Science Room	W	127,641.00
Elizabeth City	Elizabeth City High	New Building	W	103,756.69
Reidsville	Negro High	New Building	N	140,549.99
Rutherford	Grahamtown Elem.	New Building	N	260,394.56
Stanly	Norwood	Heating & Plumbing	N	17,383.50
	Badin	Heating	W	4,750.20
	New London	Heating & Plumbing	W	17,927.70
Tyrrell	Consolidated	Toilets and Showers	W	15,211.88
Warren	Norlina	Auditorium-Gymnasium	W	75,000.00
Wayne	Mt. Olive Elem.	New Building	W	100,000.00
	Pikeville Training	New Building	N	49,381.50
	Greenleaf	Lighting and Wiring	N	961.95
	Walnut Street	Heating and Lighting	W	2,518.01
	Goldsboro High	Heating and Lighting	W	3,340.00
	Dillard High	Lighting	N	1,377.78
Wilkes	Wilkesboro High	New Building	W	55,000.00*
Total				\$2,463,179.60
Total White				\$1,193,467.67
Total Negro				1,280,718.93
Total Indian				3,993.00

\*The grant of \$15,000.00 approved 12/1/49 for application #2, Somers Township, white school, is hereby transferred to application #18, Wilkesboro, white school.

## Board Questions Attorney General

In anticipation of an approval of salary increase permitted under Section 20½ of Chapter 1249 and Section 1 of Chapter 1290 of the Session Laws of 1949, the State Board of Education at its August 3 meeting passed a resolution requesting advice from the Attorney General in respect to making the payments under the provisions of the law.

These questions were as follows:

(1) Is the surplus available for payment to teachers holding certificates other than A, B, and C certificates? If so, to the holders of what additional certificates, if any, are said payments available?

(2) In making payments from said surplus upon a salary schedule within a range of "\$2,200 to \$3,100" must the State Board of Education use the same number of increments as at present, or may it use additional increments?

(3) In determining salary increases from the surplus payable to B and C teachers, and other teachers if determined eligible in the opinion of the Attorney General, shall the same percentage of increase be paid to them as to the holders of A certificates? If not, what formula must the Board use in order to make the same "in the same proportion" with teachers holding A certificates?

(4) Are teachers who taught only a part of the school term 1949-50 and teachers who substituted during said term entitled to share in said surplus?

(5) Are teachers or others who drew salaries in excess of \$3,100 from state school funds entitled to share in said surplus?

(6) Are supervisors entitled to share in said surplus?

(7) Do building principals, for the amount of salary paid to them as such, share in said surplus on the basis of the amount paid to them over and above the salary schedule for the certificates held by said principals? That is to say, by way of illustration, if a building principal receives \$400 in salary, for acting as principal, over and above the salary schedule which his certificate entitles him to receive, shall the State Board of Education increase his salary upon the basis of only the amount paid to him on the basis of the certificate held or add to the same the amount paid to him as a building principal?

(8) Do classified principals and superintendents share in the surplus?

## Teachers' Training Highest In History of State

Scholastic training of North Carolina Public school teachers is highest in the history of the State, an analysis of records for 1949-50 shows.

An index of 788.3, or 7.883 years of college training, is the score for the average teacher, supervisor and principal combined into one composite person including white and Negro. This index is exactly 150 points, or a year and half, higher than the index covering the same school personnel in 1929-30.

Making the analysis on a racial basis, the picture is different. The index for white personnel reached its peak at 785.7 in 1939-40. Then followed a drop to 767.6 in 1945-46. Since then a gradual year by year increase is noted until the index for this group reached 782.2 in 1949-50, still slightly below the 1939-40 score.

Negro personnel, on the other hand, made a score of 752.6 in 1939-40, which rose to 790.6 in 1944-45, dropped to 785.7 in 1945-46, and since has increased yearly until in 1949-50 an index of 804.2 was reached.

## School Saving Journal Contains Helps for Teachers

The fall number of SCHOOL SAVINGS JOURNAL FOR CLASSROOM TEACHERS, a publication issued by the Treasury Department in furthering its program of thrift and savings among the schools, contains a number of articles and features which are of interest to teachers.

There is a full length teaching unit for arithmetic classes, a description of how radio broadcasts coordinate School Savings with the general Saving Bonds program in Rhode Island, an article on School Savings and Payroll Savings in the schools of Pittsburgh, Pa., and an account of the School Savings Program in a mining town in northern Minnesota.

Among the special features is an honor roll of schools which have outstanding School Savings Programs.

The JOURNAL also contains a lift-out poster for classroom use; the subject—"And Then I'll Have a Bond". The cover is a full-color painting entitled "Young Children Can Grasp the Meaning of Thrift". Glossy prints of both the poster and the cover are available for reproduction from the U. S. Savings Bonds Director, 103 S. Greer St., Greensboro, N. C.

## Dr. Hurlburt To Direct Studies on Education



Dr. A. S. Hurlburt, Head of the Department of Education at East Carolina Teachers College, has been secured to direct studies in education as provided by the General Assembly of 1949. It is announced by State Superintendent Clyde A. Erwin.

These studies will include curriculum planning, guidance, the imbalance between elementary and secondary teachers, and community colleges. They are made possible by a balance of Knapp Foundation funds which were unused in the study recently made by the State Education Commission. The State Department of Public Instruction was delegated by the General Assembly to continue a program of research and study into educational problems begun by the Commission.

Dr. Hurlburt is on leave of absence from East Carolina Teachers College. He came to North Carolina from Cornell University where he had served as Chairman of the Bureau of Educational Services after three years as a naval reserve officer and several years as supervising principal of Central and Village Schools, New York State. He obtained his AB degree from Cornell University in 1933, the MA degree from Cornell in 1937, and the PhD degree from Cornell in 1947. He did additional graduate study in educational administration at Harvard University. He is a member of Kappa Phi Kappa and Phi Delta Kappa, honorary fraternities in Education and Phi Kappa Phi.

## Jenkins Urges Early Orders for Library Books

Schools are urged to order library books early in a recent letter to all superintendents by Wade M. Jenkins, Director, Division of Textbooks of the State Board of Education.

Library catalogues for 1950-51 and order blanks have been distributed to the superintendents, together with suggestions for ordering library books. "It is very essential", Mr. Jenkins stated, "that your schools order library books early".

The Division of Textbooks assumed the responsibility of selling library books to the public schools of the State on July 1. Prior to that time this activity was conducted by the North Carolina Education Association.

Sample copies of available books have been secured and set up in a display room in Raleigh for teachers to examine.

## Superintendents' Policy Committee Makes Six Recommendations

Six recommendations of the Policy Committee of the Division of Superintendents of the North Carolina Education Association were read at the annual Conference of Superintendents at Mars Hill, August 15-18. These recommendations had already been presented to the State Board of Education.

The recommendations were made with a view of pointing out "factors that need to be strengthened if the whole public school program is to be advanced", the Committee reported. Recommendations were as follows:

1. To remedy the condition that exists with reference to the shortage of white elementary teachers.
  2. To establish a higher scale of pay for members of the Department of Public Instruction.
  3. To consider the need for employing teachers and other instructional personnel on a ten-months basis.
  4. To consider the necessity of relieving principals of clerical details by providing them with clerical assistance.
  5. To extend the program of special education.
  6. To commend the State Board of Education upon its initiation of the program of supervisors of instruction.
- Members of the Committee making the report were: J. W. Byers, S. Ray Lowder, W. F. Vasey, O. P. Johnson, H. B. Marrow, M. E. Yount, J. S. Waters, E. D. Idol, C. A. Furr, M. T. Lambeth, H. Bueck, and Chas. F. Carroll.



## Office of Education Estimates Nation's School Enrollment

The Nation's school-enrollment this year is 32,903,000, according to estimates recently announced by the Office of Education. This number includes all types of schools and colleges—public, private and parochial.

Elementary public school enrollment is estimated at 20,674,000—769,000 more than last year. Secondary public school enrollment, on the other hand, is estimated at 105,000 less than last year, or at 5,452,000. Enrollment in higher educational institutions is expected to fall 50,000 below last year at a total of 2,700,000. The remaining 4,077,000 estimated enrollment for this year is in private and parochial elementary, high, and commercial schools.

## Summer Schools Enroll 1488 in Guidance Courses

Summer schools conducted by North Carolina institutions of higher learning enrolled 1,488 persons in courses in guidance, a recent tabulation shows. This number includes 1,057 white persons and 431 Negroes.

Courses taken by these students included such titles as the following: Educational and Vocational Guidance, Principles of Guidance, Guidance and the Classroom Teacher, Psychology of Adolescence, Psychology of Personality, Education of Exceptional Children, Tests and Measurements, Counseling Techniques, Guidance, Guidance in the School, Techniques in the Analysis of the Individual, Occupational Information, etc.

Enrollment in guidance courses at the several institutions were as follows:

Duke University .....	88
North Carolina State College .....	88
East Carolina Teachers College ..	126
Western Carolina Teachers College .....	27
Catawba College .....	50
University of North Carolina .....	402
Appalachian State Teachers College .....	252
Lenoir-Rhyne College .....	24
<b>Total White .....</b>	<b>1,057</b>
<b>N. C. College .....</b>	<b>134</b>
Agricultural and Technical College .....	242
Elizabeth City Teachers College ..	45
Fayetteville State Teachers College .....	10
<b>Total Negro .....</b>	<b>431</b>
<b>Grand Total .....</b>	<b>1,488</b>

## RESULTS OF 1948-49 STATE-WIDE

### SIXTH GRADE TEST SHOWN IN REPORT

North Carolina sixth graders, those of 1948-49 to be specific, are below the average for the nation in scholastic aptitudes.

In a State-wide test involving 8,347 white pupils and 7,339 Negro pupils, it was found that sixth graders have a mean IQ as follows: white 91.6; Negro 80.1, which is below the national average of 100.

Sixth grade IQ's were higher, the report points out, in the larger city systems—white 98.1; Negro 84.5. In small cities the mean IQ's were as follows: white 94.7; Negro 79.9. County or rural schools had the lowest scores: white 89.9; Negro 79.1.

According to Claude F. Bridges of the Division of Test Research and Service, World Book Company, who made an analysis of the tests, there are three significant aspects of the test results:

1. *Grouping of pupils:* The data exemplifies how little alike in ability are the pupils in a given grade. This involves the question of grouping. Mr. Bridges recommends some classification according to their ability to learn. "Grouping", he also says, "only makes

possible adoption of instruction; it does not guarantee it."

2. *Evaluation of achievement:* "Both in the appraisal of an individual pupil's performance and in the evaluation of the achievement of the school or administrative unit is necessary to recognize differences in *ability to achieve*". Almost half of the pupils in county units have IQ's below 90 as compared with only one-fourth of the pupils in large city units. Average achievement level in these respective groups will reflect this difference in *ability*. Adjustments should be made in those subjects which are most dependent upon general mental ability—reading, vocabulary, and English.

3. *Suitability of instructional materials:* It is unlikely because of differences in natal ability that the same course of study can function with equal effectiveness for all pupils. For example, the 43% of Negro pupils in county units with IQ's below 75 have educational problems altogether different from the 25% in large city units with IQ's of 95 or more.

Test figures distributed on the normal curve for these pupils are as follows:

	Superior	Above Average	Average	Below Average	Dull
<b>WHITE PUPILS</b>					
Large Cities .....	4.8	19.5	47.7	20.7	7.3
Small Cities .....	3.2	14.4	45.7	24.9	11.8
Counties .....	1.6	9.4	39.8	31.3	17.9
State .....	2.4	11.2	41.6	28.9	15.9
Normal .....	7.0	20.0	46.0	20.0	7.0
<b>NEGRO PUPILS</b>					
Large Cities .....	1.3	3.5	30.4	37.8	27.0
Small Cities .....	.4	4.0	20.6	35.1	39.9
Counties .....	1.1	3.8	19.6	32.7	42.8
State .....	1.1	3.7	21.5	33.7	40.0
Normal .....	7.0	20.0	46.0	20.0	7.0

## Counseling Service Increases

Counseling service in the public high schools of the State during 1949-50 was much greater than it was in 1947-48, according to a recent survey by Ella Stephens Barrett, State Supervisor of Occupational Information and Guidance, State Department of Public Instruction.

This survey shows that the 562 of the 931 high schools reporting, had 867 counselors including principals in some cases. Of these 867 counselors 814 had a scheduled time to perform counseling services. Principals numbering 231 had a scheduled time for counseling and 583 counselors had such time scheduled.

These numbers may be compared with 573 persons with scheduled time for counseling in 1947-48, 138 of the number being principals and 435 others,

## Supt. Erwin Endorses Scouting in Rural Schools

In a recent letter to county superintendents, Superintendent Clyde A. Erwin as a member of the National Committee on Scouting in the Schools, urged the acceptance of scouting as a rural endeavor.

"The principles and purposes of scouting", Superintendent Erwin stated, "supplement the objectives of 4-H, FFA, and similar rural organization. Scouting will also lend support to our new program in Camping and Outdoor Education."

Superintendent Erwin enclosed a pamphlet or "Scouting in Rural Schools," additional copies of which may be secured from Boy Scouts of America, 2 Park Avenue, New York 16, N. Y.

# NINE THOUSAND ENROLL IN TRADE AND INDUSTRIAL EDUCATION COURSES

## Largest Number Since 1942-43

Enrollment in trade and industrial courses for the year 1949-50 reached 9,026, highest since 1942-43 and years immediately preceding when on account of the war part-time enrollments were thus increasing the total to 10,000, 14,000.

Over 100 units were provided in 113 schools with an enrollment of 2,405. Part-time instruction was provided for 3,728 students in 109 classes, and 137 evening classes enrolled 2,883 during the year just closed. The entire statistical history of the program is shown in table I below.

Trade and industrial education is a part of the State's vocational education program. It is one of the three original parts, the other two being agriculture and home economics. Newer parts are vocational rehabilitation, distributive education, occupational information and guidance, the school lunch program and the various veterans' programs.

In the trade and industrial education program there are three main types of training, namely: 1. *Day trade white.* This is the regular course which is provided in the schools. The aim of the course is to furnish specific training in one of the trades.

2. *Evening classes.* Classes are formed to give additional knowledge or skill to persons who have already entered employment, either for increasing their efficiency on their present job or to prepare them for promotion in the trade or industrial field in which employed. Most enrollees in these classes are way beyond the minimum age limit of 16 years.

3. *Part-time classes.* This type of training is provided during the working day for persons who have left school and who are employed or will be employable upon completion of training. Under the law anything that will improve the vocational or civic intelligence of the student may be taught. There are,

(1) trade preparatory and extension; (2) diversified occupations; and (3) commercial.

As the name implies, the purpose of the first of these three types is to teach those subjects which will aid in preparing for a trade in which the student has not entered, or in adding to his knowledge of a trade in case promotion is for a person already employed.

Under the second type, training is provided both on the job for which pay is received and in the classroom. Co-operative arrangement is made with local commercial and industrial concerns to provide employment during which time the student learns the manipulative part of the job under actual working conditions. The school provides the teacher who gives instruction in the technical subject material related to the job being learned during school hours and who visits the student at various times during the work period. The minimum work time must equal the school time.

The third phase of the part-time program is directed to commercial courses. Such courses are offered to those who have left school and entered employment.

In addition to the regular program as described above, special instruction for veterans related technical instruction for veterans who are being trained either by apprenticeship or by on-the-job training have been operated each year since 1948. During 1949-50 there were 67 classes with 982 veterans enrolled. The funds for operating this program were provided by the Veterans Administration.

## Expenditures

Table II shows the expenditures for trade and industrial education for a period of 25 years, from 1925-26 to

the table shows, expenditures increased nearly ten-fold — from \$54,950.27 to \$563,608.55. As will be noted, the program is supported jointly by local, State and Federal funds, the State making the largest contributions in recent years.

Table III

Table III shows the enrollment in each phase of the program and by races for the schools in which programs are organized in 1949-50. This table also gives the total expenditures for instruction in these various schools, white and Negro separately and total.

III. TRADE AND INDUSTRIAL EDUCATION, 1949-50

	UNIT	EXROLLMENT				EXPENDITURES			
		Enr. Aug	Time	Grade	Total	W	N	White	Negro
Alamance	151	99	.....	250	250	.....	12,210.00	.....	12,210.00
Burlington	21	21	.....	21	21	.....	3,410.00	.....	3,410.00
Graham	23	23	.....	23	23	.....	2,682.00	.....	2,682.00
Avery	.....	.....	.....	.....	.....	.....	.....	.....	.....
Banner Elk	26	26	.....	26	26	.....	6,300.00	.....	6,300.00
Blossmore	73	73	.....	73	73	.....	4,914.00	.....	4,914.00
Washington*	17	17	.....	73	34	.....	1,625.00	2,151.00	3,776.00
Brunswick	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wake	.....	.....	.....	.....	.....	.....	.....	.....	.....
Buncombe	23	23	.....	23	23	.....	.....	.....	350.00
Asheville*	35	116	252	177	75	.....	20,532.4	6,629.00	27,167.24
Blomire	49	49	.....	49	49	.....	3,100.00	.....	3,100.00
Boone	14	14	.....	14	14	.....	1,900.00	.....	1,900.00
Burke	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morganton*	17	17	.....	17	17	.....	2,250.00	.....	2,250.00
Cherokee	.....	.....	.....	.....	.....	.....	.....	.....	.....
Concord	69	26	95	50	45	.....	3,050.00	4,515.00	7,575.00
Kanapolis*	26	19	95	95	.....	.....	6,516.00	.....	6,516.00
Calwell	.....	.....	.....	.....	.....	.....	.....	.....	.....
Greensboro	13	13	.....	13	13	.....	1,836.00	.....	1,836.00
Lenoir	22	22	.....	22	22	.....	1,930.00	.....	1,930.00
Carters	.....	.....	.....	.....	.....	.....	.....	.....	.....
Greensboro City	21	19	40	40	.....	.....	4,924.40	.....	4,924.40
Hickory*	26	22	48	26	22	.....	3,623.80	2,160.00	5,783.80
Graham	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cleveland	7	7	.....	7	7	.....	1,377.00	.....	1,377.00
Kings Mounth*	31	31	.....	31	31	.....	.....	.....	200.00
Narven*	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland	23	23	.....	23	23	.....	2,330.50	.....	2,330.50
Wayeteville*	106	32	14	152	138	14	3,410.00	2,400.00	5,810.00
Lexington	56	56	17	39	.....	.....	2,754.00	2,754.00	5,508.00
Thomasville*	41	59	70	70	.....	.....	3,250.00	.....	3,250.00
Durham	.....	.....	.....	.....	.....	.....	.....	.....	.....

\* City Units.

(Excluding Teacher Training)

\* City Units.



## STATE PRODUCED RADIO PROGRAMS

Thirteen programs called the "Silent Siren" have been produced by the North Carolina Resource-Use Education Commission and seven cooperating State Agencies. Broadcast of these programs began September 24 and will continue once each week to the week of December 17.

Each of the programs, fifteen minutes in length, depicts some phase of the State's resources. They have been produced, according to Dr. Clyde A. Erwin, Chairman of the Commission, to acquaint the public with the vast resources of the State—what is now being done by the various State agencies in the use and development of these resources and some of the problems in their further conservation and development.

The programs were produced by the Communications Center of the University of North Carolina, Chapel Hill. According to Dr. Richard L. Weaver, Program Director, transcriptions of each radio program have been made for phonographs and are available for

## NOW BEING BROADCAST

schools and clubs at \$12 for each album of two programs or \$75 for the set of 13. They are available from the Communications Center, Chapel Hill, or the Resource-Use Education Commission 2620 Hillsboro St., Raleigh, N. C.

Cooperating State agencies and the titles of programs produced are as follows:

1. Department of Agriculture—Prophesy of Plenty and No Sale.
2. Department of Public Instruction—The Silent Siren and Grandchild of Necessity.
3. Department of Conservation and Development—Heartbeat and What Would You Do?
4. Department of Labor—The House You Live In and 800,000 years.
5. State Board of Health—Bring Out Your Dead and The Leaves of the Tree.
6. State Board of Public Welfare—Your Future—Here Today and Thousands of People.
7. North Carolina Wildlife Resources Commission—The Shot Worth 100 Million Dollars.

## State Funds Used to Pay 75.8% of Plant Items

State funds are used to pay 75.8 per cent of the total expenditure for the object operation of plant, according to a recent survey made by the Policy Committee of the Division of Superintendents of the North Carolina Education Association.

The results of this survey, covering 87 of the 172 administrative units, were presented at the Annual Conference of Superintendents held recently at Mars Hill by Superintendent J. W. Byers of Asheville.

According to this study the State pays a larger percentage, 81.1%, of the total expenditure for janitors' salaries than any other item under the operation of plant object. Lowest percentage paid from State funds for any item under this object was that of telephones—40.4%. Other items showed the following percentages for which State money was used: fuel 80.2%; water and electricity 55.8%; and janitors' supplies 71.1%.

This information had been previously presented to the State Board of Education in an effort to get that body to increase the allotment of State funds for these items.

## Guidance Speech Available

"The Classroom Teacher's Role in the Guidance Program", speech made by Dr. Harry A. Jager, Chief Occupational Information and Guidance Service, U. S. Office of Education, at a meeting of the North Carolina Guidance Association March 10, 1950, has been mimeographed and is available upon request from Ella Stephens Barrett, State Supervisor of Information and Guidance, State Department of Public Instruction, Raleigh.

Some of the roles the teacher plays in a guidance program according to Dr. Jager are:

1. Understand it.
2. Build the guidance program.
3. Since they are counseling anyway, organize to get better results.
4. Make use of guidance resources.
5. Relate it to the student.
6. Relate it to subject matter.
7. Establish criteria.
8. Make teaching relief needs of both pupil and community.

"If the teacher is going to play an adequate role in it (guidance program), Dr. Jager said finally, "he must help the school prepare to meet the challenges, not all at once, not through a complete change in all the courses in the school, not by throwing out all the books at hand, but by gradual study and change."

## Mrs. Melton Resigns

Mrs. Eloise Camp Melton resigned from her position as State School Library Advisor as of September 1, 1950. Formerly Miss Camp, Mrs. Melton was married on August 12. She will make her home at Boone, where her husband, J. R. Melton, has charge of practice teaching at Appalachian State Teachers College.

Mrs. Melton came with the Department on July 1, 1947, succeeding Mrs. Mary Peacock Douglas, who resigned to go with the Raleigh Public Schools. Before coming with the Department Mrs. Melton was supervisor of libraries for the Kannapolis public schools for seven years. She taught prior to that in Greene County, Sanford and Kannapolis. Mrs. Melton graduated from East Carolina Teachers College and received the M. A. degree from Peabody College.

## Department Holds Annual Conference For Superintendents

The Annual Superintendents Conference was held at Mars Hill on August 15-18. This is the Conference sponsored annually by the State Superintendent of Public Instruction.

Features of the program were addresses by State Superintendent Clyde A. Erwin, who spoke of his recent trip to Geneva as chairman of the U. S. delegation, and Dr. Edgar Fuller, Executive Secretary of the National Council of Chief State School officers, whose address was entitled, "Trends in American Education".

Other parts of the 3-day program included panels and discussions by superintendents and members of the staff of the Department of Public Instruction. At a banquet held in the college cafeteria on Thursday evening, those attending heard a humorous address by Clifton W. Beckwith of the Department of the Attorney General. Luther Medlin, principal of the Central School, Greensboro, was toastmaster at this banquet.

Around 450 superintendents, supervisors, State Department staff members and their wives and children attended the Conference. According to State Superintendent Erwin, "This was the best meeting that we have ever held. I feel", he said, "that we had more worthwhile matters to discuss than ever before, and I wish to commend each and every one who had a part on the program".

Decision as to next year's conference will be made by a committee appointed by Supt. Erwin to fix the time and place, and prepare the program.

## Barker Prepares Report On Special Education

"Special Education and Its General Implications" is the title of a 22-page Report of the National Association of State Directors of Special Education recently prepared by Felix S. Barker, Director, Division of Special Education, State Department of Public Instruction.

"The purpose of the report," according to the Foreword, "is to attempt to show the nature and purpose of Special Education as it is related to the focus of the Midcentury White House Conference on Children and Youth." The information in the report was assembled from reports submitted by the 18 of the 35 states having a supervisory program of special education.

## Division Issues School Design Standards

The Division of Schoolhouse Planning and Surveys has issued a collection of school planning standards for use of architects and educators in planning new schoolhouses. The bulletin was prepared by W. F. Credle, Consultant, and his associates.

The publication contains principles for the over-all planning of school layouts and for providing complete layouts for the basic units of elementary and secondary schools, including elementary classrooms, gymnasium, lunchrooms and homemaking rooms. Design data are also provided for the location of furniture and equipment, the arrangement and numerical requirements of plumbing and sanitary fixtures, seating arrangements, lockers, and shower rooms.

Definite recommendations are given for orientation of buildings for the best day lighting, and suggestions are provided for roof construction, window arrangement, and other practical elements of modern building design. The entire material is presented in the shape of illustrations consisting of diagrams, plans and tables. The functional aspects of each detail of school building plan and equipment are emphasized; and problems as special instructional activities, pupil requirements, administrative control, and flexibility for future changes in class organization and teaching method are strongly taken into account.

The 32-page bulletin is available at \$1.50 per copy from the Division of Schoolhouse Planning and Surveys, State Department of Public Instruction, Raleigh, N. C.

## Durham County Leads In Guidance Program

Durham County has taken the leadership in the provision of guidance services to its students, in the opinion of a visiting committee which recently evaluated that phase of the county's educational program.

"As far as the committee has been able to determine", the report of the visiting committee reads, "this county has progressed farther in two years in the development of its guidance services than any county in the State."

The committee making the evaluation consisted of Ella Stephens Barrett, J. Warren Smith, L. H. Jobe and A. B. Combs from the State Department of Public Instruction; Dr. J. Bryant Kirkland, N. C. State College; Dr. Gordan Ellis, University of North Carolina; Jerry Hester and Mrs. Grace O. Clayton of the Roxboro High School, Person County; Arthur Steere and R. L. Blevins of the Forsyth County Schools; and Beaman W. Kelly of the Wake County Schools.

Best features of the Durham Guidance Program as pointed out by the committee were the following:

1. An awareness on the part of students of the counseling services and

the school's desire to help them. As one principal expressed it, "The students are beginning to be aware of the fact that we are on their side and it has changed the whole tone of the school."

2. Recognition on the part of the administration that a guidance program requires definite planning and organization and adequate facilities.

3. Excellent philosophy and leadership on the part of most principals without which a guidance program cannot be effectively developed.

4. Administrative leadership which makes it possible for the program to evolve from the thinking of the entire personnel of both the county and local staffs thus recognizing that the guidance services must be integrated with the total school program.

5. The utilization of community agencies and resources as aids in assisting students with their problems, such as local psychological and psychiatric services, employment service, etc.

6. Provisions for "counseling quarters", a necessary provision for an effective counseling program.

## Mutating and Developing The Curriculum

*Learning from life.* To learn how to deal with pupil offenders in their own school courts, 40 students from a Queens, N. Y., junior high school attend trials in the Municipal Court House.

*Right to music.* The Music Educators National Conference adopted a musical bill of rights for children. The declaration says that every child has the right to musical instruction equal to that given in any other subject offered in public schools.

*For kite fliers.* Now that spring's windy days are here, the Cincinnati public schools urge pupils to be careful when flying kites. Says Superintendent of Schools Courter: "Look upon a kite that becomes entangled in a tree or wire as lost. Make no effort to rescue it. No kite is worth an injury to yourself."

*Report on Freshmen.* "Freshmen College students are growing increasingly illiterate," said Ernest Colwell, president of the University of Chicago last month.

"Amherst College has the most remarkable misspellers I have ever encountered," reported John Erskine in

1903 referring to the Freshmen he taught at that time.

*Tycoons of tomorrow.* Boys and girls are joining Future Business Leaders Clubs at a fast rate. During the past year membership in the clubs rose by 33 per cent to a total of 10,000.

*For history teachers.* The phrase "Of the people, by the people, for the people," immortalized by Lincoln, was originated by Daniel Webster, the Librarian of Congress Reports.

*Variety.* School guidance workers are known by as many as 53 different titles. The most common: "Counselor." The longest: "Director of Guidance, Placement and Student Personnel Services."

*Laugh.* The New York State Department of Education released a bibliography of funny stories for grades 1 through 6 in response to requests from teachers who say that their children frequently ask for a funny story. More than a year ago the New York State Department also prepared a bibliography of humor for junior and senior high schools. Edpress Newsletter, April 1, 1950.

## Board Adopts Rules Governing Insurance

Rules and regulations governing the operation of the Division of Insurance were adopted by the State Board of Education at a meeting held September 7. The Insurance Division was authorized by the General Assembly of 1949.

Rules adopted by the Board are as follows:

1. That the Standard North Carolina Fire Insurance form be adopted, amended as necessary for the Division of Insurance.

2. That a standard school form be adopted.

3. That the Fire and Lightning coverage and the Extended Coverage be separated with the Extended Coverage optional. (The Extended Coverage Endorsement covers windstorm, hail, explosion, riot, riot attending a strike, civil commotion, aircraft, vehicles, and smoke).

4. That Extended Coverage Endorsement will provide the same protection as the standard extended coverage endorsement used by fire insurance companies, plus boiler explosion protection.

The boiler explosion will not cover personal injury.

5. The policy will be issued on an annual basis.

6. The Division of Insurance will maintain an inspection and engineering service to safeguard the children in the public schools, of the participating units, from death and injury from school fires or explosions and to protect said school properties from loss.

7. The Fire and Lightning and Extended Coverage rates to be charged will not exceed 90 per cent of the rates in effect, for schools, prior to May 31, 1948.

8. Losses will be adjusted by the Division of Insurance and the local Board of Education. In case of disagreement, appraisers will be appointed as set forth in the policy and law.

9. The present fair values of buildings be determined by the local Boards of Education as set forth in the law.

10. Building in course of construction can be insured if the building contract calls for the Board of Education to carry the insurance.

## Promotions Are Better

Percentage of promotions of school children were much better in 1948-49 than in 1942-43 it is learned from H. C. West, Statistician, State Department of Public Instruction.

Mr. West has made comparison of the record for the two years both on a racial basis and on whether in the elementary or high school grades. There was a slightly greater increase in the percentage of promotions in Negro elementary schools, he states—from 76.98% in 1942-43 to 84.91% in 1948-49. Percentage of promotions among white elementary schools during the same period increased from 86.59% to 92.73%.

In the high schools percentage of increase in promotions was also greater for Negroes—from 81.17% to 88.92%. Promotions of white students enrolled in high schools increased from 89.35% to 93.07%.

It will be noted, Mr. West points out, even though the percentage increase in promotions was greater for Negroes during this period, that percentage of promotions in 1948-49 among white students was still some greater than it was for Negroes.

## 30 Schools Offer Courses In Diversified Occupations

Thirty schools of the State provide courses in diversified occupations, according to a summary of the work for 1949-50 made recently by George W. Coggin, State Supervisor of Trade and Industrial Education.

These schools enrolled 1,039 students and employed 44 instructors or coordinators—34 for 790 white students and ten for 249 Negroes. Greensboro with four instructors, 3 white and 1 Negro, had the largest number; Asheville, Charlotte, Raleigh and Wilmington had three instructors each, 2 white and 1 Negro; Concord and Wilson each had 2 instructors, 1 white and 1 Negro. The following schools had 1 instructor of diversified occupations: Albemarle, Bragtown, Elkin, Fayetteville, Gastonia, Graham, Hendersonville, Hickory, High Point, Kannapolis, Laurinburg, Mebane, Rocky Mount, Roxboro, Sanford, Spruce Pine, Statesville, Tarboro and Thomasville for white students; and Durham, Goldsboro and Kinston for Negroes.

Diversified occupations are usually trade courses offered in the school and a local industry is used as a laboratory where practical training is received. Students are paid for this on-the-job training.

Trades taught range alphabetically from airplane mechanics to window display.

## State Aids Units Conduct Mental Health Workshops

The School-Health Coordinating Service, joint agency of the State Department of Public Instruction and the State Board of Health, cooperates with local school and health authorities in planning and executing mental health workshops.

This fall in-service education programs concerning mental health will be held in Laurinburg, Fort Bragg, Johnston County and Wayne County. Rutherford County is planning a similar program as a continuation of a workshop which was held last year.

## Occupational Source Material

A Bibliography of free and inexpensive occupational pamphlet material has been issued by the Guidance Services section of the Division of Vocational Education, State Department of Public Instruction.

The Bibliography contains 248 sources of materials on 148 occupations ranging alphabetically from Accounting, Actors, Actresses, etc. to Veterinarians and Watchmakers. A copy of the 11-page mimeographed pamphlet may be obtained free from Ella Stephens Barrett, Supervisor Occupational Information and Guidance, State Department of Public Instruction, Raleigh, N. C.

## Barker Issues Regulations On Special Education

Recommendations and regulations relating to the education of handicapped were recently prepared by Felix S. Barker, Director, Division of Special Education, State Department of Public Instruction.

This 10-page mimeograph bulletin includes a definition of the term "handicapped," application of the law, allocation of teachers, class size, curriculum, requirements for teachers, regulations concerning selection of handicapped children, the law and other information concerning the administration of the program of special education in the State. A copy of the bulletin may be obtained from Mr. Barker.

## Veterans Auxiliary Announces Essay Contest

The Ladies Auxiliary to the Veterans of Foreign Wars announces its 16th Annual National High School Essay Contest. Schools or students wishing detailed information may apply to Essay Contest chairmen of local units or write to National Headquarters, Ladies Auxiliary to the Veterans of Foreign Wars, 406 West 34th Street, Kansas City 2, Missouri.



## Buncombe and Asheville Units Provide Students Accident Policies

Accident insurance policies have been provided for all students in the Buncombe County and Asheville city administrative units at the cost of the dollar a year per student.

The policy protects students during:

1. Travel to or from school within one hour before or after the regular school day.
2. The entire school day.
3. School sponsored activities other than social, including travel.
4. Athletic activities, with the exception of interscholastic football, in scheduled practice sessions or interscholastic competition.

Maximum accident benefits under the plan include: \$1,000 for doctor's bills, hospital bills or professional nurse's services, \$100 for dental bills, \$1,000 for accidental death, \$7,500 for loss of both hands, both feet, both eyes, or one eye and either one hand or foot, \$500 for the loss of one hand, one foot or one eye.

## Dr. Fink Prepares Mental Health Handbook

Dr. R. M. Fink of the School-Health Coordinating Service has prepared a looseleaf handbook for mental health in the schools. This handbook, "Developing Emotional Maturity", was distributed to supervisors at their State conferences. Those who did not receive copies may request single copies by writing to Dr. Fink.

This handbook contains specific suggestions for in-service education with teachers. It includes sections on Human Relations Films, Human Relations in the Classroom, Bibliographical Suggestions, Creative Activities, and Role-Playing.

If this experimental service proves to be useful to supervisors, Dr. Fink states, additional bulletins will be issued.

## Patrol Will Inspect Buses Once a Month

School buses will be inspected by the Highway Patrol once each month, it was decided at a meeting of representatives of the Highway and the Division of Transportation of the State Board of Education.

Both superintendents and all school bus mechanics have been notified of this schedule and urged to cooperate with the Patrol in every way to expedite such inspections.

## Coronet Announces Release Of Guidance Films

Maintaining its leadership in the production of motion pictures for guidance use, Coronet Films recently announced the release of four new 16mm sound films in this study area in addition to two other important educational film subjects. *Am I Trustworthy?*, *Developing Imagination*, *The Fun of Being Thoughtful*, and *What Makes a Good Party?* are the guidance films and they are expected to find wide usage in schools, churches and in counseling. *Wise Buying* for business education and home economics, and *English Influences in the United States* for social studies are the other two fine teaching materials prepared this month.

## Testing Conferences Held

Five testing conferences were held during September at five central points in the State—Asheville, Charlotte, Winston-Salem, Durham and Goldsboro.

These conferences were sponsored by the State Department of Public Instruction in order to give some assistance to supervisors and others who have the responsibility for leadership in conducting testing programs in the various administrative units. They were conducted by Dr. H. A. Bixler of the Atlanta Schools through the courtesy of the World Book Company.

## New Publications to Appear

Three new publications are soon to appear from the press, it is announced by L. H. Jobe, Director of Publications, State Department of Public Instruction. They are Mathematics, Food Service, and a reprint on Language Arts.

A fourth publication, Physical Education, will soon be sent to the printer and should be available early next year, Mr. Jobe stated.

When these publications have been delivered to the State Department, the superintendents will be notified in order that they may place orders. The price will be indicated so that others may purchase copies direct from the State office.

## Teachers May Get Social Studies Material

Teachers of social studies and other subjects may receive free on request the "Road Maps of Industry" distributed by the Division of Education, National Industrial Conference Board, 247 Park Avenue, New York 17, N. Y. These maps are weekly charts that deal with current developments throughout the broad field of economics and are based upon the latest available statistics. Many teachers in North Carolina have been using this teaching aid and find it helpful.

## A Boy

After a male baby has grown out of long clothes and triangles and has acquired pants, freckles, and so much dirt that relatives do not dare to kiss it between meals, it becomes a boy.

A BOY is Nature's answer to that false belief that there is no such thing as perpetual motion.

A BOY can swim like a fish, run like a deer, climb like a squirrel, balk like a mule, bellow like a bull, or act like a jackass, according to the climatic conditions.

He is a piece of skin stretched over an appetite. A noise covered with smudges. He is called a tornado because he comes at unexpected times, hits the most unexpected places, and leaves everything a wreck behind him. He is a growing animal with superlative promise . . . one to be fed, watered, kept warm, a joy forever, a periodic nuisance, the problem of our times and the hope of our nation.

Every BOY is evidence that God is not yet discouraged about man.

Were it not for BOYS the newspapers would go unread and a thousand picture shows would go bankrupt. BOYS are useful running errands. A BOY can easily do the family errands with the aid of five or six adults. The zest with which a boy does an errand is equalled only by the speed of a turtle on a July day.

The BOY is a natural spectator. He watches parades, fires, fights, ball games, automobiles, boats, and airplanes with equal fervor but he will not watch a clock. The man who invents a clock that will stand on its head and sing a song when it strikes will win the undying gratitude of millions of families whose boys are forever coming to lunch about dinner time.

BOYS faithfully imitate their dads despite all efforts to teach them good manners.

A BOY, if not washed too often, if kept in a cool place and a quiet place after each accident, will survive broken bones, hornets, swimming holes, fights and nine helpings of apple pie.

## Dr. Cocking Swats Teacher Malpractices

Dr. Walter D. Cocking, editor of the *School Executive*, recently pointed out a number of "indefensible malpractices" of teachers. They are:

1. Teaching through practices of ridicule, sarcasm, or degrading an individual.
2. Making a difference in treatment of parents and their families because of false and faked social-economic distinctions.
3. Herding children through the toilet room at a stated hour and denying access for nature's action at any other time.
4. Paying little or no attention to the comfort of seating arrangements.
5. Allowing bullies to usurp all or most of the play space.
6. Going to class day in and day out with little or no preparation, relying only upon long-past teacher-training days.

## Fayetteville Issues 1950-51 Guide

The 1950-51 Guide of the Fayetteville City Schools has been issued in mimeographed form—44 pages.

It includes a lot of important information and a number of pertinent poems for the inspiration and education of teachers. Among these are the important Foreword from Superintendent Horace Sisk in which the responsibility of the schools in caring for more than 5,000 boys and girls is pointed out. Other parts are the Calendar, Our Objectives, Teacher-Pupil Relationships, Public Relation, Teacher-Administration Relationships, Our Professional Aims and Objectives, Character Education, Classroom Suggestions, Our House-keeping, Sign Boards (Regulations), In-Service Training, Code of Ethics, and other items of interest and value to the teachers.

## Talmadge Pledges More for Schools

Gov. Hermal Talmadge, Georgia, while campaigning for a renomination, which he won, stressed education in Georgia.

He said: "We are going to put the Minimum Foundation Program into effect in this next school term, and we are going to finance it." The program provides more money to counties for transportation of pupils, maintenance and repair of schoolhouses, and assures a minimum salary of \$2,400 a year for degree holding teachers.

## UN Day, October 24

United Nations Day will be observed throughout the world on October 24, the day that the United Nations Charter was signed in San Francisco in 1945.

Every school can share in this observance through special programs and class discussions highlighting world peace and international understanding. Appropriate are special assembly programs, talks, pageants, study groups, debates, and a number of other class projects.

Now more than ever before the forces of peace need to be strengthened and reaffirmed. United Nations Day is a fine opportunity to rededicate ourselves to the principles of World Peace.

## Department Adds Supervisor For Negro Elementary Schools

Daisy Ruby Walker, Supervisor of Instruction for the Negro schools, Burlington, has been added to the Division of Negro Education as Supervisor of Elementary Schools, it is announced by State Superintendent of Public Instruction Clyde A. Erwin. Miss Walker will be associated with Mrs. Minnie L. Woodson in the supervision of the Negro elementary schools of the State.

Miss Walker, a native of Virginia, attended Virginia State College and Hampton Institute, receiving the B. S. and M. A. degrees from the latter-named institution. She did further work at Northwestern University, Evanston, Illinois. She taught in the public schools of Virginia and North Carolina before going with the Burlington city schools, where she served for the past two years as Supervisor of Instruction.

## Three New Superintendents

Three superintendents were elected last month to fill out unexpired terms of persons who resigned.

Thomas H. Whitley, formerly superintendent of the Morven administrative unit in Anson County, was elected to the superintendency of Caswell County replacing Holland McSwain. McSwain resigned as of September 1 to go with Flora McDonald College as business manager.

W. T. Bird was elected to succeed Mr. Whitley at Morven.

William W. Peek, principal of the Marshall school in Madison County last year, was elected to succeed Mrs. Edna G. Rhodes, who resigned after her marriage.

## Miss Dennis Announces Appointment of Supervisor

The appointment of Louise Swann as Assistant State Supervisor of Home Economics Education was recently announced by Catherine Dennis, State Supervisor.

Miss Swann has been assigned to the western area of the State and will have offices in Asheville.

Miss Swann is a native of Kentucky. She was supervising teacher at East Carolina Teachers College, Greenville, for five years prior to going to Virginia as Assistant State Supervisor of Home Economics in that state.

## Lunch Program Has New Staff Members

Three new staff members have been added to the School Lunch Program, according to School Lunch News, mimeographed bulletin from the State office. They are Mrs. Iris B. Baker of Hallsboro, Mrs. Annie B. Blue of Raleigh and Mrs. Anne R. Maxey of Guilford.

These new employees will work in the supervisory field, replacing Miss Rosa Lee Armstrong, Miss Martha Barrett, and Mrs. Elsie McCormick, who resigned to accept employment elsewhere.

## 32 Units Have Supervisors For School Lunch Program

Thirty-two of the 172 administrative units have supervisors for their school lunch programs, according to records in the State office, 8 counties and 24 cities.

They are as follows: county—Buncombe, Catawba, Durham, Forsyth, Graham, Haywood, Mecklenburg, and Rowan; city—Burlington, Washington, Glen Alpine, Newton-Conover, Murphy, Lexington, Thomasville, Durham, Tarboro, Winston-Salem, Gastonia, Greensboro, Canton, Hendersonville, Statesville, Sanford, Kinston, Lincolnton, Charlotte, Asheville, Leaksville, Salisbury, Mount Airy, and Raleigh.

Units that have supervisors, according to Mrs. Anne W. Maley, State Supervisor, have a better program in the main—more economically operated, smoother operation, better meals, and better participation.

# THE ATTORNEY GENERAL RULES

## Teachers, Teacher Contract; Notice of Re-election; Right To Thereafter Rescind Before End of School Year

*In reply to your inquiry:* I have your letter of May 3rd enclosing to me copy of a letter to you from ..... as to the right of the School Committee to reject a teacher without assigning cause therefor after the teacher has been elected and notified as required by law.

In an opinion heretofore written by this office in a letter to ..... under date of April 21, 1950, a copy of which was sent to you, the opinion was expressed that after a principal or teacher has been elected or notified of election as required by G. S. 115-359 prior to the end of the school year, the Committee could not thereafter reconsider its action and notify the teacher or principal of rejection under the provisions of the Statute, G. S. 115-359, although this was done prior to the end of the school year. The only way the teacher could be removed under such circumstances would be in accordance with the provisions of G. S. 115-143 upon notice being given and sufficient cause shown.—Attorney General, May 5, 1950.

## Teacher Contracts; Termination

*In reply to your inquiry:* I have your letter of April 20th in which you submit to me two questions, the first of which is as follows:

"1. *Continuing contracts of teachers:* In the event that a district committee, prior to the close of the school year, votes to discontinue the contract of a teacher on the grounds that such action is for the best interest of the school, is this action by the committee subject to the approval of either the County Superintendent or the County Board of Education?"

G. S. 115-359 provides in the last paragraph of that section as follows: "In the event a teacher is rejected under the provisions of this section, such rejection shall be subject to the approval or disapproval of the governing authorities of the administrative unit in which said teacher is employed".

The "governing authorities" referred to in this section means in the case of a county administrative unit, the county

board of education, and in the case of a city administrative unit, the city board of school trustees. As you will observe, the Statute does not require the approval of the County School Superintendent or the County Board of Education of the rejection of teachers or principals. Your second question is as follows:

"2. Let us assume that the district committee has been appointed as prescribed by law by the County Board of Education and said committee has qualified by subscribing to the required oath. The district committee then continues the contract of a principal or teacher for the coming school year. Is this action of the committee subject to the approval of the County Superintendent and/or the Board of Education? In such a situation as this, if the principal or teacher had been notified by the district committee that his or her contract had been continued for the coming year, could the district committee at a later meeting reverse its former stand and terminate the contract of the principal or teacher?"

The contract of a teacher or principal can be terminated only by compliance with the provisions of G. S. 115-359 which requires that notice be given to the teacher or principal by registered letter of his or her rejection prior to the close of the school term. No action by the County Superintendent is required in the case of the continuation of a contract of a teacher or principal.

You inquire if a district committee has voted to continue a contract with a teacher or principal who had been notified of the action, could a district committee at a later meeting reverse its former stand and terminate the contract.

I do not think that they could terminate the contract after having acted on the renewal or continuation of it and after notification had been given to the teacher or principal. I think it would be necessary to show cause for removal of a teacher or principal after this action had been taken. I assume the action referred to was the action taken at the proper time of the continuation of a contract of a teacher or principal for the succeeding year.—Attorney General, April 21, 1950.

## Federal Distraint Powers: State Salaries Levied on by The Federal Government; Immunity of State Salaries From Levy for Federal Taxes

*In reply to your inquiry:* I have your letter of May 3, 1950, enclosing an inquiry from Mr. .... in which you request an opinion from this office regarding a levy by the Federal Government for taxes on salaries paid to county and State employees. The enclosure states that a levy was served upon the Board of Education and the Superintendent of Schools of ..... County for a teacher's unpaid federal taxes, and that in compliance with this levy the teacher's salary has been withheld for the payment of taxes. The question raised is whether the Federal Government has the authority to make a valid levy upon the salaries of county or State employees.

It is the opinion of this office that the Federal Government does not have the power under the present Internal Revenue Laws to seize, distraint or levy on the salaries of employees of a state or county while in the hands of the State or county. In 1943 a federal levy was attempted upon the salary of an employee of the Commonwealth of Pennsylvania and at that time the Deputy Attorney General of Pennsylvania rendered an opinion that such salary was immune from such a levy, and the Commissioner of Internal Revenue apparently acquiesced in this opinion. This opinion was in line with a directive of the Federal Income Tax Unit dated June 1928, in which it was held that the practice of the Federal Government in seizing accrued salaries and wages due to employees should not be extended to include salaries paid by a state or municipality. The salaries in question were for a proprietary, as opposed to a governmental, function and it was implied that in no event would the Federal Government have power to seize salaries paid by the Government in their public functions, whether accrued or to be earned in the future. I. T. 2405, VII-1 CB 72; CCH Standard Federal Tax Reporter, Paragraph 1765.1325.

In the absence of express provision to the contrary, no sovereign government will be deemed to be included in the provisions of statutes prescribing

(Continued on page 16)



## LOOKING BACK

### 5 Years Ago

(N.C. Public School Bulletin, October, 1945)

In order to facilitate an integrative attack upon the problem of conservation and wise use of North Carolina's natural, human, and social resources, Governor Cherry has appointed a Commission composed of representatives of more than 30 agencies which are interested in this problem.

Dr. Everett H. Ellinwood, Health Officer for Green County for the past four years, was appointed on September 1 as Co-ordinator of the School-Health Co-ordinating Service, a division representing the State Department of Public Instruction and the State Board of Health, to succeed Dr. W. P. Jackobs, who has retired after having served as Co-ordinator since October, 1942.

Medical examinations were given to 12,342 Negro school children in the 19 counties visited by the staff of the School-Health Co-ordinating Service during the six years that this organization, supported jointly by the State Department of Public Instruction and the State Board of Health, has been at work.

More than four billion dollars were provided for educational purposes under various Federal laws for the fiscal year which ended June 30, 1944.

"A Yearbook for Teachers and principals", the first of its kind published from Person County, has been received at the Office of the State Department of Public Instruction.

### 10 Years Ago

(N.C. Public School Bulletin, October, 1940)

Randolph Benton, who for the past seven years has been principal of the Wake Forest High School, was recently elected to fill the unexpired term of Superintendent John C. Lockhart, who resigned as of October 1 to accept the superintendency of the Mecklenburg County unit.

Superintendent J. H. Rose of the Greenville City administrative unit was recently appointed to the State Textbook Commission by Governor Hoey to succeed Mr. L. B. Price, Hendersonville, resigned.

Dr. Owen H. Browne, head of the science department of the Cherokee Indian Normal School, was elected acting superintendent of that institution for the ensuing school year.

## Theodore Roosevelt Anniversary

Friday, October 27, will be the ninety-second anniversary of the birth of Theodore Roosevelt. Schools may find it possible to hold special exercises in celebration of this occasion. Material and suggestions may be secured from the Women's Theodore Roosevelt Memorial Association, 28 East 20th St., New York 3, N. Y.

### The Attorney General Rules

(Continued from page 15)

who may be made garnishees. Accordingly, as a general rule, garnishment powers can reach neither the Federal Government nor a state, nor a territory. This exemption is sustained by considerations of public policy, 38 C.J.S. GARNISHMENT, Section 43. In addition to this general statement of the rule, in the absence of statute otherwise providing, the compensation or salaries of public officials and employees is not subject to garnishment, whether such compensation is still unearned or has been earned but is not presently payable or is presently payable.

Recent developments in federal taxing powers have caused some authorities to question the immunity of state salaries from seizure for federal taxes, but it is my opinion that any such change from previous practice must be effected by a thorough test in the courts rather than by an opinion from this office.

In any event, whatever may be the final determination as to the seizure of accrued salaries due and owing to State employees, there can be no question under the present Federal Court decisions that salaries earned after the notice of lien and levy are not subject to such a levy. U. S. v. LONG ISLAND DRUG COMPANY, 115 Fed. 2d, 983 (CCA 2d, 1940). The federal seizure procedures apply only to debts already owed to the delinquent taxpayer in the hands of others, and not to moneys which will become due the taxpayer for services which he will render after the notice of seizure. From this lack of any true garnishment power on the part of the Federal Government, and from the inter-governmental immunity between two co-existing sovereignties, it is my opinion that the salary of a teacher in the public schools of North Carolina should not be withheld under a federal distraint proceeding for taxes due.—Attorney General, May 4, 1950.

## MAKING TODAY'S NEWS

**Burlington.** Burlington high school's 2,500 capacity auditorium is going to have an organ that will be one of the largest in the south, according to information released today by city school officials. Burlington—Times-News, August 17.

**Wake.** When teachers in Wake County schools counted noses during the first three days of the 1950-51 school year, an increase of 694 pupils was noted over last year, Superintendent of Schools Randolph Benton reported yesterday.—Raleigh News and Observer, September 14.

**Rowan.** A course in aviation will be part of the curriculum of the Rowan County high schools next year, it was announced today by Superintendent C. C. Erwin.—Salisbury Post, September 14.

**Harnett.** Construction has been started at Erwin on a new \$110,000 Negro school building which will make possible the consolidation of five small Negro schools now being operated in the county. Dunn Dispatch, September 13.

**Durham.** L. Stacy Weaver, superintendent of city schools, said this morning that the new Club Boulevard school probably will be opened for classes "in two or three weeks".—Durham Sun, September 11.

**Asheboro.** Asheboro High school's approximately 685 students are attending school for the first time this year in a building of their own—a three-story tan brick and steel structure described as one of the most modern, in design and equipment, in this section of the nation.—Greensboro News, September 10.

**Wilson.** Education's place in the national emergency was clearly outlined by J. E. Miller, administrative assistant in the State Department of Public Instruction, at the fifth annual Kiwanis Ladies' Night Banquet, held Tuesday evening.—Wilson Times, September 13.

**Harnett.** The report rendered last week by Mrs. E. P. Davis on Dunn's Bible teaching program in the public schools is a matter of pride to citizens of the Dunn school district and should be an inspiration to all Christian people.—Editorial in the Dunn Dispatch, September 11.

# NORTH CAROLINA PUBLIC SCHOOL

# BULLETIN

Published Monthly by the State Department of Public Instruction

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## PEOPLE VOTE \$92,347,000 FOR SCHOOL BUILDINGS

A total of \$92,347,000 has been voted in bonds for school buildings by the people of North Carolina within the past two years, according to a recent tabulation by John L. Cameron, Director of the Division of Schoolhouse Planning and Surveys, State Department of Public Instruction.

This sum plus the \$25,000,000 appropriated from the General Fund for public school buildings makes a grand total of \$117,347,000 for the school building program now underway in the State. Mr. Cameron stated. Of the \$92,347,000 voted by the people, \$25,000,000 was voted State-wide. This amount, provided by State bonds, has been added to the \$25,000,000 granted by the General Assembly and is now in process of being approved by projects on the basis of school membership for the improvement of the school building situation throughout the State. Approximately half of the \$50,000,000 has already been approved by the State Board of Education.

Favorable vote authorizing the issuance of bonds totaling \$67,347,000 for school buildings within the past two years has been recorded in the following 46 units:

Alamance .....	\$2,900,000
Beaufort .....	800,000
Buncombe .....	5,500,000
Burke .....	281,000
Cabarrus .....	2,337,000
Caldwell <sup>1</sup> .....	600,000
Caswell .....	12,000
Catawba .....	3,750,000
Chowan .....	400,000
Cleveland .....	1,500,000
Columbus <sup>2</sup> .....	685,000
Davidson .....	3,500,000
Davie .....	800,000
Durham .....	3,000,000
Forsyth .....	5,000,000
Gaston .....	3,000,000
Gates (Sunbury) .....	75,000
Granville .....	350,000
Henderson .....	800,000
Jackson .....	450,000
Lee .....	632,000

Macon .....	914,000
Mecklenburg .....	8,624,000
Mitchell .....	300,000
Moore (Aberdeen) .....	375,000
Southern Pines .....	135,000
Rocky Mount .....	1,250,000
Orange .....	1,000,000
Pasquotank .....	800,000
Person .....	491,000
Pitt .....	475,000
Greenville .....	250,000
Asheboro .....	450,000
Richmond .....	1,750,000
Robeson .....	3,000,000
Rockingham .....	3,100,000
Rowan .....	63,000
Sampson .....	
(Roseboro) <sup>3</sup> .....	90,000
Stanly .....	470,000
Stokes .....	47,000
Surry <sup>4</sup> .....	600,000
Wake .....	4,250,000
Washington .....	100,000
Wayne .....	749,000
Wilson .....	1,212,000
Yadkin .....	480,000

Total .....

Total ..... \$67,347,000  
<sup>1</sup>Also voted \$1,200,000 in 1946. <sup>2</sup>Voted \$1,000,000 in 1947. <sup>3</sup>Issued \$400,000 for county and \$200,000 for Clinton in 1945. <sup>4</sup>Issued \$650,000 just prior to the time when this amount was issued.

## They Went West

"Go West" was evidently the watchword of thousands during the past decade, judged by preliminary census figures on the growth of population in the various states from 1940 to 1950.

The populations of California, Arizona and Nevada each increased more than 40 per cent during this decade. Only Florida in the rest of the nation came in this group. States with increases of population of from 20 to 40 per cent were Washington, Oregon, Utah, New Mexico, Michigan, Maryland and Virginia.

North Carolina's population increased from 3,572,000 to 4,035,000, a percentage of 13.0, preliminary figures show.

## State Paid \$2,483 to Average Teacher

The average teacher of the State has already been paid an annual salary of \$2,483 for the 1949-50 term, it is shown by a calculation made in the Controller's office of the State Board of Education. This is \$248 more than the average paid from State funds in 1948-49 after the General Assembly provided for the increase in salaries of all State employees including teachers for that year.

When the increase in salaries of teachers holding Grades G, A and B certificates as recently authorized by the Director of the Budget and the Advisory Budget Commission as provided by Section 203 of the Appropriation Act of 1949 is paid, the teachers will have received an average annual salary of almost \$2,800 applicable to the school year 1949-50. The increase, therefore, of 1949-50 over 1948-49 in the average teacher's salary will be some more than \$500.

Principals were paid an average of \$4,079 from State funds during 1949-50. This is an increase of \$331 over the amount paid principals in 1948-49.

Supervisors were paid an average annual salary of \$3,050 from State funds in 1949-50 no State funds were used for this purpose in 1948-49.

Superintendents received an average annual salary of \$5,886 in 1949-50 from State funds, this being \$239 greater than what they received from this source in 1948-49.

## FEATURES

	Page
People Vote \$92,347,000 for School Buildings . . . . .	1
Superintendent Erwin Says . . . . .	2
School Attendance . . . . .	3
Total Budget Requests Exceed \$100 Million . . . . .	4
Public Schools Take 40.4 Per Cent of State Funds Expended for all Purposes . . . . .	6

## Superintendent Erwin Says . . .

EACH day as we look at our public school program we can find many areas of advancement in which we can rightfully take pride. We have made remarkable progress in improving the physical features of our school plants; they are becoming increasingly modern in architectural design and in those appointments which are conducive to learning. We can also cite with satisfaction our stride in providing and improving our system of school transportation. With the exception of our continued concern over the inadequate supply of white elementary teachers, we have reason to be proud of the quality of training among our teachers and administrators. All of these factors, however, exist as a means of facilitating good teaching and effective learning. These two basic processes in education—teaching and learning—are closely identified with a curriculum which envisions all those experiences for the growth and development of boys and girls.

We have made progress in adjusting and adapting our curriculum to both the permanent and the changing needs of youth. If, however, there is any one area of our school program which daily needs appraisal and evaluation, it is in the realm of curriculum experience.

I have recently announced the appointment of Dr. Allan S. Hurlburt as Director of Educational Surveys. In view of the findings of the recent Education Commission Study it has seemed desirable that Dr. Hurlburt direct some of his efforts to an analysis of our school curriculum. Accordingly, a Curriculum-Guidance Committee has been named to (1) determine the basis for curriculum revision in the elementary schools, (2) to determine how the high school curriculum can be modified to meet more satisfactorily the needs of pupils not planning to enter college, and (3) to determine the extent and types of guidance services needed by youth in the public schools. Specifically, the committee will seek answers to such questions as these: (1) In order that pupils can see at first hand the relationships between their school work and life, what community resources and community problems can be used as curriculum enrichment and as laboratory experiences? (2) What curricular offerings and guidance services will serve to attract youth into further education and cut down the high percent of youth dropping out of school before completion of high school?

These are problems and questions which deserve the interest and best thinking of our people. I sincerely hope that you will lend your support to this study and thereby contribute to an enriched program of experiences for the youth of our State.

### NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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# Ye Editor Comments . . .

## SCHOOL ATTENDANCE

IN 1948-49 an average of 58,814 of the 828,219 children in average daily membership were absent from school every day of the 180-day school term. This is a total of 10,586,520 pupil days.

There were during the same year a total of 42,892 "drop-outs", pupils who enrolled but later left school for one cause or another. Assuming absences at half the term for these children, they lost a total of 3,860,280 pupil-days.

Analyzing the figures further we find that 49,558 of the 58,814 pupils absent each day were enrolled in elementary schools, 46,236 of the number were in county units (largely rural), and 35,779 were white. These figures indicate, therefore, that the problem is largely in the elementary field, among the group of children that come within the compulsory attendance ages; that it is largely rural (county units); and that it is not racial, although in proportion to the census more absences are made by Negroes than whites.

Other evidence before us indicates that girls attend school better than boys, that city children attend better than rural, and that white children attend better than Negroes. The fact that there is a seven per cent overall loss in school opportunities caused merely by absences of pupils on the roll indicates that here is a point at which the schools are not functioning. This fact is recognized by the leading educators of the State and to some extent by the members of the Legislature. North Carolina has had a compulsory attendance law since 1913, when all children between the ages of 8 and 12 were required (?) to attend school. At present, the law applies to all children between the ages of 7 and 16.

There has been no adequate machinery for enforcing the compulsory school attendance law, however. Perhaps a better approach to the question would not be "enforcing", but rather by visits and investigations and working with those responsible and with cooperating agencies in an effort to remove the causes of non-attendance. Specially trained persons to do this work should be employed. The State Board of Education has recognized the need in this field and in so doing has included in its request

## BUS PURCHASES

THE State Board of Education has requested an increase in the appropriation for purchasing school buses for the purchasing of all original buses. Heretofore, in accordance with the law, the State has paid only for the replacement of wornout buses. Any number above that which a county operates and which may be needed on account of increased population or consolidation of schools must be bought at the expense of the local unit.

With proper administrative controls the purchase of all original buses is an expenditure of school funds that might well be assumed by the State. The State now exercises general control over the selection of school sites in the approval of State funds for the construction of school buildings. An appropriation for the purchase of original buses would permit the allocation of funds for school buildings with a view of the purchase of such new buses that would be necessary in the case of consolidations. Thus, the total school situation could be considered when a new venture is being undertaken, and there would be no case where a new building would be erected with inadequate transportation facilities to serve the children within the attendance area.

Another reason why the State might well assume the financial responsibility of purchasing additional buses would be to relieve the overcrowding on buses now being operated. C. C. Brown, Director of Transportation of the State Board of Education, has stated that there's an average of 10 per cent overload on each school bus. In order to correct this situation and to provide safer transportation for those pupils who ride the buses, additional buses are needed. This need will never be met, however, under the present method of school bus purchasing. The State should assume full responsibility for the school bus system.

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to the Advisory Budget Commission the annual sum of \$354,000 for the salaries and travel of attendance workers. For the improvement of the schools by a more effective program of school attendance this appropriation should be made by the General Assembly of 1951.

## TOTAL BUDGET REQUESTS EXCEED \$100 MILLION

Total budget requests of the State Board of Education to the Advisory Budget Commission for the administration and operation of the public schools for the ensuing biennium exceeds \$100 million annually.

Based on a teacher salary schedule of \$22—3.100 for grade A teachers and needed increases for other items, the budget request for the Nine Months School Fund is set at \$95,897,119 for 1951-52 and at \$98,736,829 for 1952-53. The appropriation for the school year 1950-51 is \$83,520,899. The increase, therefore, of the request over the 1950-51 appropriation is \$12,376,220 for 1951-52 and \$15,215,930 for 1952-53. This increase does not take into consideration any payment to those teachers benefitting under Section 20½ of the Appropriation Act, the total amount of which is estimated to be around \$7,200,000. These payments are scheduled to be made next month to the teachers employed in 1949-50. Salaries of other teachers and principals would be approximately \$1,735,000.

The remaining portion of the increase requested for the first year of the biennium is made up of the following items:

Inventory clerks .....	\$ 163,620
Attendance officers .....	424,800
Additional teachers .....	289,579
Instructional supplies .....	11,504
Supervisors salaries .....	130,260
Clerical assistance .....	606,550
Additional janitors .....	519,200
Increase cost of fuel .....	335,000
Increase water, light, power .....	230,000
Increase janitorial supplies .....	133,000
Increase in telephones .....	16,000
Bus drivers .....	83,700
Gas, oil, grease .....	191,165
Additional mechanics .....	73,365
Increase in repair parts .....	145,060
Increase in tires and tubes .....	65,377
School libraries .....	23,995

Total .....\$3,442,175

Total requests including the Nine Months School Fund made by the State Board of Education are shown in the accompanying table.

	Appropriated		Requested	
	1950-51		1951-52	1952-53
Nine Months School Fund .....	\$83,520,899	\$ 95,897,119	\$ 98,736,829	
Purchase of school buses .....	2,215,000	3,520,650	3,325,000	
State Board of Education (Adm.) .....	179,984	209,184	203,909	
Purchase of free textbooks .....	900,000	1,462,770	1,482,390	
Vocational education .....	2,476,364	2,916,291	3,099,748	
Rehabilitation maintenance .....	20,000	25,000	30,000	
School plant construction (Adm.) .....		39,962	54,495	
Total .....	\$89,312,247	\$104,070,976	\$106,932,371	

## Workshop Prepares Health Booklets

A number of health booklets were prepared by the 1950 Health Education Workshop, sponsored by the University of North Carolina and the School-Health Coordinating Service. Joint agency of the State Board of Health and the Department of Public Instruction.

Booklets prepared were the following: Physical Education and Community Recreation, Mental Health, School Sanitation, Communicable and Non-Communicable Diseases, Nutrition, Wholesome Life Relationship, and a general booklet entitled 1950 Health Education Workshop. Copies of these booklets are available from Charles E. Spencer, Director, School-Health Coordinating Service, Raleigh, N. C.

A staff of eight persons, 13 consultants and 31 participants of teachers, principals, supervisors, physical education supervisors, public health nurses, and health coordinators made up the 1950 Workshop.

## League Publishes Booklet on Using Current Materials

Who should select current materials used in schools? By what criteria? How can the use of current materials be more effective in classrooms? How can schools procure current materials while they are still current?

These and other questions are answered in a new pamphlet USING CURRENT MATERIALS just published by the Junior Town Meeting League. This 32-page booklet contains sections on (1) An analysis of various sources and purposes of current materials; (2) Criteria to be used in selecting current materials for school use; (3) Procedures for procurement, distribution, and using of materials in schools; (4) Teaching techniques for better use of current materials in the classroom; (5) How to develop a school policy to secure the most effective use of current materials. It may be secured, free of charge, from Junior Town Meeting League, 400 South Front Street, Columbus 15, Ohio.

## Lambeth is State Chairman AASA

Supt. M. T. Lambeth, Statesville, is State Chairman of the American Association of School Administrators, a department of the National Education Association. Persons who have not enrolled in the AASA for 1951 should send their membership dues to Mr. Lambeth as soon as possible.

## Congress Amends Social Security Act

On August 28 President Truman signed the 1950 Amendments to the Social Security Act recently passed by Congress extending old-age and survivors insurance to new groups of workers.

Public school teachers are excluded from coverage under this law. Public school workers, however, can still be covered if the State enters into an agreement with the Federal Government to accept coverage for State employees and employees of political subdivisions of the State. Employees already covered by an existing retirement system are excluded, however.

Employees of nonprofit schools, colleges, and institutions also have the privilege of accepting old-age and survivors insurance. But this protection is not automatically extended to these employees. Beginning January, 1951, employees of nonprofit organizations may become eligible for Government insurance protection if (1) the employing organization files a certificate with the Bureau of Internal Revenue electing to assume its share of the social security tax; and if (2) at least two-thirds of the employees of that organization express, by signing the certificate, their wish to have social security coverage.

Only those who signed the statement or certificate, plus all new employees hired by the organization after the effective date of the certificate, will then be covered by social security.

Employees who will begin to take part in this system will pay 1½ per cent of their salary beginning 1951 through 1953. In 1954 their contribution will rise to 2 per cent. Those earning an average of \$200 a month will receive, when they retire at the age of 65, a monthly check of \$65. Those earning an average of \$300 a month will receive a monthly check of \$80 on retirement. Additional benefits, amounting to about half of the pay check going to the retired worker, will also be sent to his wife when she reaches 65.

# DEFERMENT REGULATIONS ARE SENT TO SUPERINTENDENTS

Regulations governing deferment of draftees for the armed forces personnel were sent recently to county and city superintendents by State Superintendent of Public Instruction Clyde A. Erwin.

"We are currently very much concerned regarding our teachers and other critical personnel in education who are of military age", Superintendent Erwin stated. "Nothing can be done for reserve officers", he said, "until, and unless, the individual has received orders to report for active duty. It is important, however, that we be ready to act promptly and decisively should such orders be received. Action should be taken immediately to secure deferment from the local draft board for those subject to the draft.

"In promulgating the application of an employee who is a reserve officer, and who is ordered as an individual, the letter should be addressed to: Chief North Carolina Military District, Raleigh, North Carolina. This letter should be written by the Superintendent and forwarded to my office. We will prepare a suitable endorsement and expedite delivery to the proper person at the Military District Headquarters here.

"For those officers who are ordered as part of an organized unit, the Superintendent's letter should be addressed to the Chief North Carolina Military District through the officer's immediate commanding officer. The person being ordered to active duty will always know who this is. A supporting letter from this office will be forwarded upon request".

Branches of the armed services to which letters of deferment should be sent are as follows:

- Army**
  - Chief North Carolina Military District, Raleigh, North Carolina
- Air Force**
  - Commanding Officer
  - Robins Air Force Base
  - Georgia
- Marines**
  - Sixth Marine Corps Reserve District
  - 441 West Peachtree Street, N. E.
  - Atlanta 3, Georgia
- Navy**
  - The Commandant
  - Sixth Naval District
  - Charleston Naval Base
  - Naval Base, South Carolina
- Draftees**
  - Local Draft Board

## State PTA Membership Gains

Parent-Teacher associations in North Carolina attained an all-time membership high last year. The gains pushed her back up to eighth place in the nation. For 1949-50 the State Congress reached 200,093, which was an increase of 10,901 memberships over the previous year when the membership was 189,192. At that time North Carolina ranked ninth in the nation.

The following figures for the last decade will show how North Carolina has gained in memberships as well as in the organization of local units.

Year	Membership	Local Units	National Rating
1939-40	73,713	701	9th
1940-41	77,826	731	9th
1941-42	85,011	734	9th
1942-43	85,476	661	9th
1943-44	90,729	664	9th
1944-45	112,255	682	9th
1945-46	135,046	725	8th
1946-47	157,993	774	8th
1947-48	174,368	781	8th
1948-49	189,192	821	9th
1949-50	200,093	911	8th

The seven states exceeding North Carolina last year in membership were California, Ohio, Illinois, Texas, Pennsylvania, New York and New Jersey.—North Carolina Parent-Teacher Bulletin.

## Regulations Governing Deferment of Draftees

**1622.9 Class II-A: Registrant Deferred Because of Civilian Occupation (Except Agriculture).** In Class II-A shall be placed any registrant whose employment in industry, or other occupation or employment or whose continued service in an office (other than an office described in section 1622.17) under the United States, or any State, Territory, or possession, or the District of Columbia, or whose activity in study, research, or medical, scientific, or other endeavors is found to be necessary to the maintenance of the national health, safety, or interest.

**1622.10 Necessary Employment Defined.**—(a) A registrant's employment in industry or other occupation, service in office, or activity in study, research, or medical, scientific, or other endeavors shall be considered to be necessary to the maintenance of the national health, safety, or interest only when all of the following conditions exist:

- (1) The registrant is, or but for a seasonal or temporary interruption would be, engaged in such activity;
  - (2) The registrant cannot be replaced because of a shortage of persons with his qualifications or skill in such activity; and
  - (3) The removal of the registrant would cause a material loss of effectiveness in such activity.
- (b) The President may, from time to time, (1) designate special categories of occupation, employment, or activity essential to the national health, safety, or interest; and (2) prescribe regulations governing the deferment of individual registrants engaged in such occupations, employments, or activities.

## COLONEL UPTON ADVISES LOCAL BOARDS ON TEACHER DEFERMENT FOR SERVICES

Circular Letter No. 102, dated September 25, 1950, from Colonel Thomas H. Upton, State Director of Selective Service, to all local draft boards, concerns the deferment of teachers for service with the armed forces.

Serious and careful consideration should be given to requests for occupational deferment of qualified teachers, Col. Upton states. The complete letter follows:

1. The Superintendent of Public Instruction has brought to our attention certain facts concerning the supply and demand of school teachers which we feel should be made available to all local boards. A number of counties have had difficulty in filling teacher vacancies and in some instances, have not been able to fill positions allocated to elementary and secondary schools by the State Department of Public Instruction. He also advised us that for sometime there has existed a shortage of male teachers in the public school system. In view of these thoughts, we recommend that when a request is made for the occupational deferment of a school teacher, you should inquire as to the efforts of the school board in filling its vacancies and the results obtained; also whether or not there are any allocated positions which have not been filled. Each individual case should be carefully considered and the registrant classified on the basis of the information made available to the local board.
2. Studies made by the North Carolina Department of Public Instruction and the results of surveys made through county superintendents of schools have definitely established that there is a shortage of qualified science and mathematics teachers. It has also been shown that the annual supply and demand for teachers of these two subjects are about the same. In view of these facts, the local board should give serious consideration to requests for occupational deferment of qualified teachers of these subjects,



# **PUBLIC SCHOOLS TAKE 40.4 PER CENT OF STATE FUNDS EXPENDED FOR ALL PURPOSES, 1949-50**

**Highways 37.4%; Institutions, Departments, Etc., 21.3%; Agriculture, 7.0%; Debt Service, 2.0%**

The public schools spent 40.4 per cent of State funds expended during 1949-50, according to an analysis of statements on the condition of the three State funds—Agriculture, Highway and General—issued by the Budget Bureau.

Expenditures from the General Fund were 61.7 per cent of the total; highway expenditures represented 37.4 per cent of the total; and agriculture, 7 of one per cent, Educational, charitable and correctional institutions, departments, courts, State aid, etc., took 21.3 per cent of the 61.7 per cent from the General Fund after deducting 40.4 per cent for the public schools and .2 of one per cent for debt service.

Total expenditure from all sources, the Budget Bureau statements show, amounted to \$215,488,410—\$1,531,116 from the Agricultural Fund, \$80,502,737 from the Highway Fund, and

\$133,454,557 from the General Fund. The total expenditure for public schools amounting to \$87,126,297 came from the General Fund.

An analysis of the General Fund alone shows that the public schools received 65.3 per cent of the total expenditure from this fund. This is slightly less than the proportion received the year before when the public schools took 67.3 per cent of all expenditures from this fund.

The accompanying tables show (I) a summary of three State funds as to availability, expenditures and balances for the past five fiscal years; (II) the condition of the General Fund—availability, expenditures and balance—by objects for these five years.

It will be observed that the largest part of the income of the General Fund is realized from income, sales and franchise taxes. All of these sources of income, as well as license taxes and insurance, show increasing trends.

The total income for the year 1949-50, it is noted, was \$132,837,931. This amount plus the balance carried forward made a grand total availability of \$147,371,551. A net balance of \$13,260,163 remained in this fund on June 30, 1950.

## **Driver Education Given in 109 High Schools**

Courses in driver education were offered last year in 109 of the State's 965 public high schools, according to John C. Noe, Advisor in Safety Education, State Department of Public Instruction.

This was 20 more than the number of schools offering such courses in 1948-49 and 51 more than in 1947-48, Mr. Noe said. North Carolina's progress in driver education, he said further, compares favorably with that made by the Nation as a whole.

Another evidence of progress in the teaching of driver education, Mr. Noe pointed out, is the number of teachers trained for this purpose. In 1948 only 22 teachers were trained for this work; in 1949 the number was 67; and 95 in 1950.

During the 1948-49 school year a State-wide curriculum study for the development of teacher materials and practices was begun. This study was directed toward having school personnel locate their local accident problems and develop an instructional program to meet their local needs. An outcome of this study has been a tentative safety education bulletin which was tried out in a number of schools last year. After its use again this year, it will be put in final shape and furnished of all teachers.

### **I. AVAILABILITY OF AND EXPENDITURES FROM ALL STATE FUNDS**

	1945-46	1946-47	1947-48	1948-49	1949-50
<b>A. AGRICULTURE FUND:</b>					
Credit Balance, July 1	\$ 792,905	\$ 902,781	\$ 940,175	\$ 805,639	\$ 661,354
Total Revenues	833,962	910,808	892,881	969,956	1,186,409
Availability	1,626,867	1,813,689	1,833,056	1,775,595	1,847,763
Expenditures	724,086	873,514	1,027,417	1,114,241	1,531,116
Balance, June 30	902,781	940,175	805,639	661,354	316,147
<b>B. HIGHWAY FUND:</b>					
Credit Balance, July 1*	\$ 25,735,050	\$ 50,821,491	\$ 40,917,562	\$ 38,832,467	\$ 16,974,911
Motor Vehicle Revenue	44,175,032	53,359,869	57,481,379	62,804,087	73,158,772
Other Revenue	3,005	5,395	18,605	12,632	12,870
Federal Aid	11,459,610	11,376,902	11,020,720	527,265	10,176,628
Availability	102,453,998	115,568,657	109,438,956	102,176,451	100,325,181
Expenditures	51,632,407	74,646,093	70,605,889	85,301,540	\$80,502,737
Balance, June 30	50,821,491	40,917,562	38,832,467	16,974,911	19,820,444
<b>C. GENERAL FUND:</b>					
Credit Balance, July 1*	\$ 25,735,050	\$ 50,149,170	\$ 42,543,718	\$ 80,171,555	\$ 14,533,620
*Includes Reserve for Permanent Appropriations Liquidated		(2,173,452)	(456,232)	(77,923)	(595,885)
Revenue	90,453,171	119,996,404	120,568,152	140,843,645	132,337,531
Availability	116,188,221	170,145,574	172,111,370	172,015,200	147,371,551
Expenditures	68,212,503	77,125,832	92,018,238	109,401,589	133,454,557
Balance, June 30	47,975,718	93,019,742	80,093,632	111,613,611	13,916,994
Less Permanent Improvement Fund		50,392,256		97,827,734	**656,831
Uncumbered Balance		42,087,486	80,093,632	13,785,877	13,260,163
Less Postwar Reserve Fund	20,537,701	30,076,056	**30,418,417	151,858	
Net Balance, June 30	27,438,017	12,011,430	49,675,215	13,937,735	13,260,163
<b>GRAND TOTALS:</b>					
Availability	\$220,268,986	\$287,522,920	\$283,383,282	\$324,967,246	\$249,542,495
Expenditures	120,568,996	152,645,441	163,651,544	195,717,370	215,488,410
Balance†	90,699,990	83,945,223	119,731,738	129,249,876	34,054,085

## II. AVAILABILITY OF AND EXPENDITURES FROM THE GENERAL FUND BY OBJECTS

	1945-46	1946-47	1947-48	1948-49	1949-50
<b>A. AVAILABILITY:</b>					
Total Credit Balance, July 1*	\$ 25,735,050	\$ 50,149,170	\$ 42,543,718	\$ 80,171,555	\$ 14,533,620
<b>REVENUES:</b>					
Inheritance Taxes	1,702,176	2,016,972	1,719,878	2,088,277	2,087,003
Licenses	2,674,110	3,460,048	3,944,444	4,314,575	4,558,909
Franchise Taxes	8,471,074	9,094,680	10,053,970	11,526,159	12,225,763
Income Taxes	37,903,173	54,491,054	59,583,846	65,524,030	54,411,465
Sales Taxes	26,534,843	35,481,733	39,333,008	40,649,401	41,847,570
Beverage Taxes	6,834,704	7,900,638	6,471,703	6,862,276	6,507,733
Gift Taxes	106,991	123,179	143,904	374,728	123,659
Intangible Taxes	800,222	920,215	391,572	616,842	683,440
Freight Cars	48,421	44,702	37,408	39,008	36,456
Insurance	2,881,401	3,471,024	4,320,410	4,861,651	5,307,581
Miscellaneous	3,630	4,742	4,955	6,291	18,425
Nontax Revenue	2,463,426	2,987,397	3,362,454	3,980,407	5,029,924
<b>TOTAL REVENUE</b>	<b>\$ 90,453,171</b>	<b>\$ 119,996,404</b>	<b>\$ 129,568,152</b>	<b>\$ 140,843,645</b>	<b>\$ 132,837,931</b>
<b>TOTAL AVAILABILITY*</b>	<b>\$ 116,188,221</b>	<b>\$ 170,145,574</b>	<b>\$ 172,111,870</b>	<b>\$ 221,015,200</b>	<b>\$ 147,371,551</b>
<b>B. EXPENDITURES:</b>					
<b>OTHER THAN SCHOOLS:</b>					
General Assembly	\$ 12,648	\$ 242,836	\$ 34,195	\$ 304,316	\$ 39,238
Judicial	459,237	481,428	499,440	606,259	725,316
Executive & Administrative	4,088,195	4,456,967	5,893,906	7,046,281	9,693,042
Educational Institutions	5,026,480	5,789,046	6,846,680	9,174,488	11,802,597
Charitable & Correctional Institutions	5,580,511	5,571,745	7,485,872	8,628,489	10,321,074
State Aid and Obligations	5,389,068	5,501,235	8,325,628	9,768,869	12,917,722
Pensions	364,898	203,793	277,415	256,810	328,520
<b>TOTAL</b>	<b>\$ 20,921,037</b>	<b>\$ 22,337,050</b>	<b>\$ 29,363,136</b>	<b>\$ 35,785,512</b>	<b>\$ 45,827,509</b>
Less Credit	18,839			56,000	36
<b>NET EXPENDITURES OTHER THAN SCHOOLS</b>	<b>\$ 20,902,198</b>	<b>\$ 22,337,050</b>	<b>\$ 29,363,136</b>	<b>\$ 35,729,512</b>	<b>\$ 45,827,473</b>
Public Schools	47,158,447	54,788,382	62,655,102	73,672,077	87,126,297
Debt Service	151,858	400		151,858	500,787
<b>TOTAL EXPENDITURES</b>	<b>\$ 68,212,503</b>	<b>\$ 77,125,832</b>	<b>\$ 92,018,238</b>	<b>\$ 109,249,731</b>	<b>\$ 133,454,557</b>
Permanent Improvements		50,932,256		72,827,734	
<b>TOTAL</b>	<b>\$ 68,212,503</b>	<b>\$ 128,058,088</b>	<b>\$ 92,018,238</b>	<b>\$ 182,077,465</b>	<b>\$ 133,454,557</b>
<b>C. BALANCE ON HAND JUNE 30</b>	<b>\$ 47,975,718</b>	<b>\$ 42,087,486</b>	<b>\$ 80,093,632</b>	<b>\$ 38,337,735</b>	<b>\$ 13,916,994</b>
Including Postwar Reserve Fund, and Aid for School Plants in 1948-49	20,537,701	30,076,056	30,418,417	25,000,000	***656,831
<b>NET CREDIT BALANCE</b>	<b>\$ 27,438,017</b>	<b>\$ 12,011,430</b>	<b>\$ 49,675,215</b>	<b>\$ 13,337,735</b>	<b>\$ 13,260,163</b>

\*Including Postwar Reserve Fund and Reserve for Permanent Appropriations Liquidated.

\*\*Debt Service Credit.

\*\*\*Transferred to 1950-51.

†Includes Postwar Reserve Fund and Permanent Improvement Funds, Aid for School Plants in 1948-49, and transfer to 1950-51 in 1949-50.

## State Gets \$2,834,138 for School Lunch Program

North Carolina will receive \$2,834,138 this school year from Federal funds for its School Lunch Program, it is announced by the U. S. Department of Agriculture.

Under the appropriation act, the President has the authority to trim the appropriation for school lunches if he thinks it advisable on account of defense spending. President Truman has stated, however, that he will allow the department to spend the full \$83,500,000 appropriated. The law requires that each dollar of federal funds spent by the states must be matched by \$.50 from sources within the States.

## Coronet Releases Christmas Film

Release of the 16mm motion picture version of the modern Christmas classic. *The Littlest Angel*, was announced recently by Coronet Films. In this animation adaptation of Charles Tazewell's best-selling book, church and school leaders will find the ideal subject for holiday programs and for elementary level language art classes all through the year.

Along with *The Littlest Angel* in this month's release program are five other new 16mm sound films: *Why We Respect the Law*; *How Honest Are You*; *Your Friend, the Doctor*; *Developing Your Character*; and *Art and Life in Italy*.

## New Jersey Court Approves Bible Reading

New Jersey teachers, by law, read five Bible verses each day. To a recent challenge of this law the State Supreme Court replied:

"We consider that the Old Testament, because of its antiquity, its contents, and its wide acceptance, is not a sectarian book which read without comment.

"It is accepted by three great religions . . . The Contention that one religion is preferred above another is vague and intangible; no religious group is a party to the cause; no person or sect is charging his or its beliefs are prejudices."—Scholastic Teacher, November, 1950.

# More Than

# 17,000 Girls

## TWO STATE ASSOCIATIONS HAVE 472 CHAPTERS

North Carolina girls enrolled in homemaking courses have formed two State associations—one for white students and one for Negroes—to promote and enhance the State high school homemaking program.

In 1946-50, these two organizations, the Future Homemakers of America (white) and the New Homemakers of America (Negro), included 472 chapters (372 FHA; 100 NHA) with a total membership of 17,299 girls, 14,266 white and 3,033 Negro.

Although stated in different language, the objectives of the two organizations are identical: the development of social qualities; the provision of wholesome recreation; and the promotion of better home life among club members.

Specific purposes of FHA are the following:

1. To promote a growing appreciation of the joys and satisfactions of homemaking.
  2. To emphasize the importance of worthy home membership.
  3. To encourage democracy in home and community life.
  4. To work for good home and family life for all.
  5. To promote international good will.
  6. To foster the development of creative leadership in home and community life.
  7. To provide wholesome individual and group recreation.
  8. To further interest in home economics.
- The NHA has for its purposes the following:
1. To promote individual growth by developing physical, social and moral qualities.

This conference group concluded that strong State and National club organizations provided indispensable stimulus and guidance for the furtherance of permanent local clubs. Therefore, a committee of teachers and students met at the Boyden High School, Salisbury, on November 6, 1945, to make plans for a new club organization. Purposes, policies, rules, regulations and constitution were considered by the committee.

In the summer of 1944 another conference was held at Woman's College. Present were 30 students, nine teachers, five sponsors and one member of the State Board of Education. At this conference plans were perfected for the State organization.

Paralleling this State action, similar steps were taken on the National level. Plans for the founding of the Future Homemakers of America organization on June 11, 1945. The North Carolina organization affiliated with this National organization on April 18, 1946, under the official designation: the North Carolina Association of the Future Homemakers of America.

The history of the founding of the New Homemakers of America organization for Negro high school students of home economics parallels that for white students. The State organization had its beginning in 1943-44. The National organization was founded in June, 1945, at the Tennessee Agricultural and Industrial State College. The North Carolina association was the sixth state to affiliate with the National association.

### The Table

As the accompanying table shows, there has been a tremendous increase in the membership in the two organizations. From 4,097 in 1944 to 17,299 in 1950.

Active Members

# Join Homemakers Clubs

To attain any of these degrees, the student must meet certain minimum requirements represented by greater achievement for advancement to higher degrees. As these organizations grow, more and more members attain local, State and National recognition. Two NHA and 33 FHA members have been awarded the third or State degrees. One FHA member has been an officer in the National organization.

### FHA Emblem

The emblem of FHA is octagonal in shape and bears the name of the organization. FUTURE HOMEMAKERS OF AMERICA, around the top of the emblem, while around the center is the motto, TOWARD NEW HORIZONS. In the center there is a house supported by two hands which symbolizes that the future homes of America are in the hands of its youth.



### NHA Emblem

The emblem of the New Homemakers of America is a shield-shaped emblem.



### Flower, Motto, Colors

Each State organization has a motto and flower. The FHA motto, "Toward New Horizons", shown on the emblem, expresses the purpose of the organization—learning to live better today in preparation for a better tomorrow.

Active Members



Both organizations are integral parts of the regular high school homemaking program. They offer opportunities for the development of ability in planning and carrying out activities related to homemaking.

## History

*White.* Prior to 1930 there were a few home economics clubs in North Carolina. These included both college and high school students. In 1927, these clubs were organized as a State unit under the guidance of the North Carolina Home Economics Association, an affiliated organization of the American Home Economics Association.

Clubs continued on this basis until the summer of 1943 when it became apparent that high school students of home economics and college students of home economics had little in common and that the stability of two separate organizations, North Carolina home economics teachers and supervisors devoted special study to the question at its summer vocational conference.

For the following reasons it was concluded that a State organization eligible to high school students of home economics should be formed:

1. A club allows for wider contacts with a more heterogeneous group than in the home economics class;
2. The atmosphere is less formal than in class. Termination of activities can be governed by students' plans and interests rather than by class bell;
3. Club is a pupil-teacher activity versus teacher-pupil class;
4. There are further opportunities to practice under supervision the things learned in class;
5. Club offers a broader community outlook, more social contacts, and more opportunities for service;
6. Ritual and purposes of a real club present another means of developing ideals;
7. Club participation provides a means of satisfying a natural urge to belong to and become a part of group activity.

## Activities

Purposes of these organizations indicate that they are a definite part of the regular high school homemaking program. They offer splendid opportunities for enriching the homemaking experiences of their members, for developing leadership abilities, and for working cooperatively with their fellow students.

Some of these activities are the following: Conducting meetings in accordance with parliamentary procedures; serving on committees; taking part in assembly programs; plays, fashion shows, panel discussions, banquets, and pageants; giving prizes, ribbons, and medals in hikes, picnics, dances and other parties; contributing to various projects, such as Infantrite Paralysis and helping needy families; helping to equip the homemaking department of the school; and helping to beautify the school grounds.

## Degrees

Each organization has four degrees of membership, based on achievement. FHA degrees are: (1) Junior, (2) Chapter, (3) State, and (4) American. Each of these degrees has a different symbol.

The key symbol of the Junior degree, is symbolic of the opportunity to attain a more satisfying home life and a successful future through participation in the FHA program.

The Scroll, symbol of the Chapter degree, is symbolic of the learning experience and is provided in the varied activities of FHA.

The Torch, symbol of the State degree, symbolizes a guiding light that challenges and inspires further endeavor.

The Rose, National flower of FHA, symbolizes achievement in the fulfillment of desirable goals.

NHA degrees are: featherweight, apprentice, (chapter homemaker), advance (State homemaker), and supervisor (National homemaker).

place or hearth represents the home and symbolizes the responsibility of its members to their homes and families. It serves as a reminder of one of the major purposes of the organization— that of promoting better homes and thereby creating a better nation. (2) The clasped hands symbolize social relationship through which are gained the qualities which make for leadership.

## THE FHA CREED

We are the Future Homemakers of America  
We face the future with warm courage,  
And high hope.

For we have the clear consciousness of seeking

Old and precious values.

For we are the builders of homes.

Homes for America's future.

Homes where living will be the expression of everything

That is good and fair.

Homes where truth and love and security and faith

Will be realities, not dreams.

We are the Future Homemakers of America  
We face the future with warm courage  
And high hope.

## THE NHA CREED

We, the New Homemakers of America, believe that—

If there is kindness and truth in the heart,

There will be beauty in the spirit.

If there is beauty in the spirit,

There will be harmony and love in the home.

If there is harmony and love in the home,

There will be justice in the Nation.

If there is justice in the Nation,

There will be peace in the world.

## MEMBERSHIP IN HOMEMAKER'S ASSOCIATIONS

Year	No. Chapters		Membership	
	FHA	NHA	FHA	NHA
1943-44	34	69	103	1,418
1944-45	113	85	198	2,473
1945-46	200	84	284	5,444
1946-47	299	73	372	11,646
1947-48	329	91	420	11,315
1948-49	336	87	423	12,012
1949-50	372	100	472	14,266
				3,063
				17,299

## SPEECH ASSOCIATION TO MEET IN NEW YORK

The Mid-Century Conference of the Speech Association of America will be held at the Hotels Commodore and Roosevelt in New York City, December 27-30, 1950.

This year's Conference will feature addresses by speakers representing the American government, the United Nations, and many national and international organizations. Well-known authorities and specialists from educational institutions in all parts of the country will take part in demonstrations and discussions that will be of particular interest to administrators, superintendents, principals, and teachers of many subjects at all educational levels.

The Speech Association of America, a department of the National Education Association and a constituent member of the American Council on Education, is meeting jointly this year with the American Educational Theatre Association, the Committee on Debate Materials of the National University Extension Association, and the National Thespians Society. Joint meetings have been planned with the National Society for the Study of Communication, the National Discussion Foundation, the American Forensic Association, the New York Society for General Semantics, and the American Dialect Society.

Eight general sessions and more than a hundred sectional meetings covering all of the areas of the field of speech

will feature such prominent leaders in the field of education as Earl J. McGrath, United States Commissioner of Education, who will discuss the doctoral degree in speech, and Willard E. Givens, Executive Secretary of the National Education Association, who will talk on the subject of "The Teacher of Speech and American Education".

Whatever one's special interest in the field of speech, there will be leaders in that area on the program whether it be radio, television, and motion pictures; rhetoric and public address; discussion and debate; language and communication arts; oral reading and interpretation; dramatic production and literature; or linguistics, phonetics, and semantics.

Many special events have been planned including tours of the United Nations and Downtown Manhattan. The Languid Convention Service will co-operate with convention committees in obtaining tickets for theatres, concerts, television and radio broadcasts, and information about restaurants, night clubs, shopping, exhibits, museums, transportation, and sightseeing *free of charge* to those registered at the convention.

For further information about the Speech Association of America and the Mid-Century Speech Conference, write Professor Loren D. Reid, Executive Secretary, 111 Switzer Hall, University of Missouri, Columbia, Missouri.

## Board Authorizes Adoption of Music and Science Texts

Textbook adoptions in music and science for use in the elementary grades were authorized by the State Board of Education at its September 27 meeting. The Board also modified the course of study to include a basal course in science for the seventh grade and directed that basal books in science be provided for the seventh and eighth grades.

Publishers of textbooks in these two fields have been notified of this proposed adoption by Superintendent Clyde A. Erwin, Secretary of the Board, and requested to submit their books to the Textbook Commission. Those on the 12-member Commission who will make the report on the proposed adoption are the following: Supt. L. E. Spikes, Burlington; Mrs. B. C. Parker, Albemarle; Grace Brunson, Winston-Salem; Frances Lacy, Raleigh; Mrs. Floyd Souders, Fayetteville; Bernard Bringham, Marshall; and Margery Alexander, Charlotte.

## Janitor Schools Held

During September and early October one-day janitor schools were held in 13 sections of the State under the direction of the Division of Plant Operation, State Board of Education.

Janitors, principals and maintenance supervisors from the various units in each of the 13 areas attended these schools. The morning session of each day was devoted to a discussion of the boiler, boiler room and heating system. General housekeeping and proper care of floors was discussed at afternoon sessions.

These schools were directed by C. W. Blanchard and C. H. Jourdan of the State Office.

Schools were held at Bryson City, Asheville, Winston-Salem, Lenoir, Gastonia, Albemarle, Raeford, Elizabethtown, Raleigh, Burlington, Tarboro, Hertford, and New Bern.

## W. F. Credle Dies

W. F. Credle, Educational Planning and Organization Consultant, Division of Schoolhouse Planning and Surveys, died at his home in Raleigh on October 27, following a heart attack about a week before.

Mr. Credle came with the Department in 1921 as Assistant Director of Schoolhouse Planning with special attention being given to Negro school buildings. He held this position three years, when his title was changed to Supervisor of the Rosenwald Fund, although his duties remained about the same. In 1930-31 and 1931-32, Mr. Credle was on leave of absence attending Peabody College where he received his Master's degree, and as agent for the Rosenwald Fund working in the Southern States. He returned to the Department in 1932 as Director of Schoolhouse Planning, which position he held until this year when on account of ill health he became Educational Planning and Organization Consultant for the reorganized Division of Schoolhouse Planning and Surveys.

Before coming with the Department Mr. Credle taught in his native county of Hyde and then served for a short period as county superintendent of that county. He received his A.B. degree from the University of North Carolina at Chapel Hill. He served in the Army during World War I.

Mr. Credle was the author of a number of articles appearing in national professional publications. He was also a member of a number of national school organizations. In 1937 he served on the National Council on Schoolhouse Construction.

## Communications Commission Will Recommend Expanded Audio-Visual Program

A program for expanding and coordinating the audio-visual education program in the State's public schools and colleges involving an expenditure of \$593,400 will be placed before the General Assembly of 1951 by the North Carolina Communications Study Commission.

This Commission was created by the Legislation of 1949 "to survey, study, and appraise the need in North Carolina for an over-all plan in the use of all methods of communication at all levels of education in North Carolina" and "to submit a biennial report of its activities to the Governor and the General Assembly".

The proposed program would be set up under the Department of Public Instruction, with a special 11-man advisory committee to be named by the Governor to help administer it. This recommended appropriation is based on a 75 cents per student ratio.

## Subject Chosen for World Peace Program

"How Can We Help to Build World Peace in the Atomic Age"? is the subject of this year's High School World Peace Study and Speaking Program.

"The world situation today makes it vitally important", the announcement states, "that the high school student be familiar with world problems and be able to form intelligent opinions. The youth of today is the foundation of civilization tomorrow".

"The primary objective of this Program is to stimulate interest in World Peace among the masses of our people, upon whose collective conviction eventual World Peace must hinge.

"High schools are in a position to lead public thinking in their communities. Therefore, this Program of Study and public speaking on World Peace is being offered to the high schools of our State and the Nation".

The Program has the endorsement of Governor W. Kerr Scott, former Governor R. Gregg Cherry, State Superintendent of Public Instruction Clyde A. Erwin, the N. C. Bar Association, the North Carolina Congress of Parents and Teachers, the North Carolina Federation of Women's Clubs, and many other civic, religious, and educational organizations.

During the past four years 775 high schools have participated in the Program. A total of 3,875 students prepared and delivered speeches, 12,400 students studied material and wrote papers, and 400,000 people heard the speeches.

The Program is directed by the Extension Division of the University of North Carolina, Chapel Hill, as a special service to the high schools of the State. High schools in other states are invited to participate. Write to the Extension Division for further details.

## Textbook Division Is Handling Library Books

The Division of Textbooks began handling library books for the convenience of the public schools or September 1, 1950.

This service had been performed by the Library Book Department of the North Carolina Education for the past twenty years.

Suggestions for ordering library books have been sent to the superintendents by Wade M. Jenkins, Director of the Division. The Library Book Catalog has been prepared annually by the State School Library Adviser.

## \$82,034,028.89 EXPENDED FROM STATE FUNDS FOR SCHOOLS

State funds in the total amount of \$82,034,028.89 were expended for the operation of the public schools during 1949-50, it is indicated in a report from the Controller's office of the State Board of Education.

This amount was \$10,833,088.59 more than the expenditure from similar sources in 1948-49, the report shows, when the State's part of the operation of the public schools totaled

\$71,200,940.30. Largest portion of this increase was for the salaries of teachers and principals.

There was a total of \$84,590,385.01 in State funds available for operating the public schools in 1949-50. The expenditure subtracted from this amount left a balance of \$2,556,356.12 in unexpended funds.

A statement of receipts and disbursements for the year follows:

Balance, June 30, 1949 .....	\$ 208,255.01
Appropriation for operating the schools .....	82,273,494.00
Appropriation for purchasing busses .....	2,040,000.00
Sale of old bus equipment .....	66,043.27
Other receipts .....	2,592.73
<b>Total availability .....</b>	<b>\$84,590,385.01</b>
<b>Expenditures—</b>	
General control .....	\$ 1,686,068.78
Instructional service .....	69,755,522.33
Operation of plant .....	3,981,929.92
Fixed charges .....	40,958.46
Auxiliary agencies .....	6,565,783.30
<b>Total to units .....</b>	<b>\$82,030,262.79</b>
<b>Printing .....</b>	<b>3,766.10</b>
	<b>\$82,034,028.89</b>
Balance June 30, 1950 .....	\$ 2,556,356.12

## SUPERIOR RATINGS GIVEN TO ELEMENTARY SCHOOLS

Special ratings, designated by the Symbol "I", are given to those elementary schools which have met requirements beyond the minimum standards for accreditation. It is announced by the Division of Instructional Service, Department of Public Instruction.

A few schools were rated thus on the basis of a check in 1948-49. These were so designated in the 1949-50 Educational Directory, issued by the Department. The 1950-51 Directory will show additional schools that have met the necessary requirements for the rating.

To secure the "I" rating a school must show superiority by attaining seven or more of the following over and above the minimum standards:

1. Seventy-five per cent or more of the teachers hold Class A certificates either Primary or Grammar Grade.
2. The average pupil load has been decreased by employment of one or more properly certified additional teachers from local funds.
3. A professional study program for the school faculty has been provided (exclusive of county or city meetings) with at least nine meetings and a written report of work done, with 100% participation.
4. The school has an active parent-teacher association with at least 50% of the homes represented.
5. The school has an approved lunchroom program.
6. The school has a central library with a seating capacity equal to that of the largest classroom.
7. The library book collection exceeds five books per pupil.
8. The number of approved supplementary readers exceeds 140 per grade.
9. Provision has been made for an audio visual program as evidenced by at least three of the following:
  - a. A projector for still pictures (film strip, glass slide or opaque).
  - b. An annual budget of not less than \$60.00 per year for rental of films, slides and other acceptable auditory and visual aids.
  - c. A 16 mm. sound motion picture projector.
  - d. A radio for classroom use.
10. The school has an average daily attendance for the year of 94% or more of the average daily membership.
11. The school has added to the minimum equipment for teaching music appreciation at least one phonograph and 25 records.



## TEACHERS URGED TO JOIN PAYROLL SAVINGS PLAN

Teachers and School officials who wish to increase their "take home" pay, and to accumulate a supplemental retirement-income, are urged by Secretary of the Treasury John W. Snyder to participate in the U. S. Treasury's current Payroll Savings Plan drive.

At the same time they are accomplishing these personal aims, Secretary Snyder says, they will be applying a curb on potential and existing inflationary price pressures, and also furthering the Treasury's goal of maintaining a broad distribution of the public debt and encouraging thrift.

Just how and where does the teacher or other school employee get into the Payroll Savings picture—a plan followed for a good many years by major industrial concerns and businesses?

The method is quite simple. During the current campaign, officials in school systems, colleges, and universities are being contacted personally, either to install Payroll Savings for the purchase of Bonds, or to step-up participation if the Plan already is in operation.

The Payroll Savings Plan is simply a continuous bookkeeping arrangement

whereby a person authorizes his employer to save a definite amount from his salary each pay period for the purchase of U. S. Savings Bonds. When the savings of an employee reach the purchase price of a Bond, arrangements are then made by the employer for the purchase and delivery of the Bond to the employee. This is a continuing arrangement until cancelled by employer or employee.

Payroll Savings means these things to teachers and to all other regularly employed persons:

(1) An easy way for millions of Americans to be thrifty and enjoy the habit of regular saving from current income.

(2) Distribution of our national debt among as many people as possible.

(3) Assistance to those with regular incomes to build nest eggs of savings for their own future.

Those desiring further information about the Payroll Savings Plan should contact their State Savings Bonds office at once, or write the Education Division, U. S. Savings Bonds Division, Treasury Department, Washington 25, D. C.

## Erwin Requests Funds For Health Educator

Request for funds with which to employ a general health educator has been included as a part of State Superintendent Erwin's Budget to the Advisory Budget Commission.

Funds requested total \$7,860 annually. Purposes include the employment of a health educator, a stenographer clerk, and travel. Under the plan proposed, which has the endorsement of the Allied Church League, the person selected for this work would be trained in health education and would give special attention to temperance education as it relates to other phases of health education—alcohol, sociology, economics, personal health, and family relations.

## Stumpy Point is a Freedoms Foundation Winner

Freedoms Foundation recently announced the names of 39 schools and 12 school systems throughout the United States which received the Foundation's Special 1950 Awards for their programs of teaching the fundamental freedoms of the American Way of Life during the past year.

Selected from nationwide nominations, the award-winning programs came from 22 different states and ranged in size from system-wide programs in Boston and Chicago to typical small town schools in Loup City, Nebraska, and Stumpy Point, North Carolina. The Awards which were presented in special ceremonies on October 28th at Freedoms Foundation Headquarters in Valley Forge, consisted of Honor Medals plus "Freedom Libraries" valued at \$500 each for each of the winning schools. As an added part of the Awards, each school was represented at the ceremonies by a teacher and student, chosen for their own personal efforts in contributing to their school's Americanism program. Mrs. Nell Wise Wechter of Greenville was teacher of the class that won the award for the Dare County school. She was accompanied to Valley Forge by Betty Lou Quidley, a seventh grade pupil who was outstanding in the work done on the Stumpy Point project.

The 51 teachers and 51 students received all expense-paid trips so that they could participate in the "Freedom Pilgrimage" to historic Valley Forge to accept their school's award. Following the awards ceremonies, the teachers and students toured the 1,300 acre Valley Forge Park and visited Independence Hall and other patriotic sites in nearby Philadelphia.

## TEACHERS MAY GET HISTORIC DOCUMENTS

Reproductions of historic documents, the originals of which are preserved by the United States Government in the National Archives, are now available at low cost. These invaluable aids to teaching may be ordered from the Exhibits and Publications Officer, National Archives, Washington 25, D. C. Orders for 100 or more copies of the Bill of Rights (No. 1) or the Emancipation

Proclamation (No. 16) should be sent directly to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., with check or postal note remittances made payable to the Treasurer of the United States.

The latest list of historic document facsimiles announced by The National Archives is as follows:

No. 1. Bill of Rights (32" x 34")	\$ .55
No. 2. Oath of Allegiance of George Washington at Valley Forge (10" x 8")	.20
No. 3. Deposition of Deborah Gannett, Woman Soldier of the Revolutionary War (11" x 14")	.20
No. 4. Photograph of Sitting Bull (8" x 10")	.20
No. 5. Photograph of Abraham Lincoln (8" x 10")	.20
No. 6. Revolutionary War Recruiting Broadside (11" x 14")	.20
No. 7. Photograph of Robert E. Lee (8" x 10")	.20
No. 8. Letter from Dolly Madison Agreeing to Attend Washington Monument Ceremonies, 1848 (8" x 10")	.20
No. 9. Historical Sketch of the Washington National Monument to 1849 (11" x 14")	.20
No. 10. Broadside Soliciting Funds for Completion of Washington Monument, 1860 (11" x 14")	.20
No. 11. Certificate of Membership in the Washington National Monument Society (10" x 8")	.20
No. 12. Appeal to Masons for Funds for Washington Monument, 1853 (11" x 14")	.20
No. 13. Photograph of John J. Pershing (8" x 10")	.20
No. 14. Photograph of Dwight D. Eisenhower (8" x 10")	.20
No. 15. Petition of Authors and Publishers for a Copyright Treaty, 1880 (10" x 12")	.20
No. 16. Emancipation Proclamation (12½ x 19½")	\$1.00

—School Life, October, 1950.

## Geographic School Bulletins Resume Publication

The National Geographic Society has announced that the Geographic School Bulletins, for more than thirty years a popular aid to teachers in the teaching of geography in the classroom, has resumed publication. The 1950-51 volume began with the October 2 issue.

Last year more than thirty thousand teachers and students received, through the Bulletins, over 170 geographic articles, illustrated with 196 superb photographs and 14 maps. All of this for the twenty-five cent subscription fee for the thirty weekly issues during the school year. Teachers may obtain subscriptions for classroom use if copies are mailed in bulk to one address.

The publication is one of the Society's leading educational features. It is, in fact, a gift to education by 2,000,000 Geographic members. The subscription fee merely covers mailing and handling charges. All other costs are borne by the Society's educational fund.

At home and abroad the Society keeps a large staff of researchers busily engaged keeping abreast of fast-moving world events. The results of their work give the Society a rich reservoir of information from which the editors of the Bulletins draw material for teachers and students throughout the year.

Within the past year the Bulletins have touched upon such subjects as countries of every continent, the separate treatment of government changes; news-highlighted areas, such as cities, rivers, mountains, and islands; aviation, railroads, and other newsworthy transportation subjects; industries and commodities in the news.

The Bulletins are illustrated from the Society's files of 300,000 photographs, obtained at the cost of years of arduous travel and sometimes at the risk of life.

## F.H.A. Girl Wins Scholarship

Laura Frances Pope of Coats Chapter of the Future Homemakers of America organization won the 1950 Farmers Cooperative Essay Contest over more than 2,000 contestants. Laura received a one year college scholarship and \$100 in cash. She entered Campbell College in September.

After she receives training in one of the teacher colleges of the State, Miss Pope said she will return to a rural community where she will strive to give farm youngsters a clearer picture of the part they can play in making rural improvements.

## REPORT SHOWS EXPENDITURE FOR CHILD HEALTH PROGRAM

State funds totaling \$520,876.44 were spent during 1949-50 for the Child Health Program. It is shown in a recent report made by A. C. Davis, Director Division of Auditing and Accounting, State Board of Education.

This expenditure was made from the \$550,000.00 included in the appropriation made by the General Assembly of 1949 for the operation of the public schools and earmarked for a school-health program.

The funds expended were for the following purposes:

Health educators .....	\$ 28,965.43
Nurses .....	68,223.13
Physicians .....	8,650.32
Technicians .....	11,093.67
Clinic fees .....	46,554.57
Correction of defects .....	272,033.07
Supplies .....	25,078.04
Equipment .....	55,983.11
In Service Training .....	3,295.10
Total .....	\$520,876.44

According to Charles E. Spencer, Director of School-Health Coordinating Service, joint agency of the State

Boards of Health and Education, under whose supervision these funds were expended, this program "has meant that thousands of children have had one or more physical defects corrected who otherwise would be still struggling along with these defects". The corrective program, according to Mr. Spencer, has emphasized the need for correction of defects on the part of teachers, nurses and parents. This has resulted in many parents seeking medical services at their own expense. For example, in one county 466 defects were corrected with school health funds and 1,073 by parents at their own expense.

Also cooperative planning by health and education departments has been one of the outstanding characteristics of the program, Mr. Spencer states. And the funds made available for this program have given new emphasis to the teacher observation and screening program. Both teacher and nurse, he says, have become more diligent in contacting the home when the medical examination by the physician indicated the need for corrective measures.

## Miss Barrett Visits Europe

Ella Stephens Barrett, State Supervisor of Occupational Information and Guidance, left November 23 for a visit to Europe.

Miss Barrett states that this is purely a personal trip. While in Europe she will see her uncle who is stationed at Frankfurt, Germany, and will visit other points of interest on the continent. She expects to return to her work with the Department of Public Instruction about the middle of January, 1951.

## Textbook Members Take Oath of Office

Members of the State Textbook Commission took the oath of office on October 27 in the Governor's office. The oath was administered by Justice James.

Following the administration of the oath, the Commission organized by electing Superintendent L. E. Spikes of Burlington, Chairman. Other members of the Commission are: Mrs. B. C. Parker of Albemarle, Bernard Brigran of Marshall, Margery Alexander of Charlotte, Mozelle Causey of Greensboro, Bertha Cooper of Elizabeth City, Mrs. Phebe Emmons of Washington, Grace Brunson of Winston-Salem, Frances Lacy of Raleigh, Mrs. Floyd Souders of Fayetteville, George S. Willard, Jr. of Wilson, and Jinsie Underwood of Gastonia.

## Two More Units Issue Handbooks

Craven County and Burlington city units each has issued a handbook for the school year 1950-51.

These handbooks include much helpful materials for the use of teachers and principals.

## Lassiter Succeeds Miller

Homer A. Lassiter, Adviser in General Education, has been appointed to succeed J. E. Miller as Associate in the Division of Instructional Service, according to an announcement made recently by J. Henry Highsmith, Director.

Mr. Miller was selected by State Superintendent Clyde A. Ervin as his Administrative Assistant beginning July 1.

Mr. Lassiter came with the Department May 1, 1949, from Marshall County, Kentucky, where he was county supervisor. Before assuming that position he had 23 years of experience in the public schools of Kentucky as elementary teacher, high school teacher, elementary principal and high school principal.

Mr. Lassiter graduated from the Murray State Teachers College with the B. S. degree and he has the Master's degree from the University of Kentucky.

# THE ATTORNEY GENERAL RULES

## Public School Teachers Contingent Salary Increase; Section 20½, Chapter 1249 and Section 1 of Chapter 1291, Session Laws of 1949

In reply to inquiry: I have received your letter of October 30th referring to the above subject and stating that Mr. D. S. Coltrane, Assistant Director of the Budget, has advised by telephone that the Director of the Budget and the Advisory Budget Commission have declared that the surplus in the General Fund as of June 30, 1950, is in such amount that full payment can be made under the provisions of and in accordance with the provisions of the Session Laws of 1949, Chapter 1249, Section 20½, and Chapter 1291, Section 1, and in accordance with the interpretations of these Acts by this office. I have received copy of a letter to Dr. Clyde A. Erwin, State Superintendent of Public Instruction, from Mr. D. S. Coltrane, under date of October 30, 1950, confirming the statement made to you over the telephone with certain limitations and I quote this letter in full:

"This is to advise you and the members of the State Board of Education that the Director of the Budget and the Advisory Budget Commission have taken cognizance of the increased revenues during the last three months and have determined that revenues and surplus are now sufficient to pay public school teachers (holders of A, B, and G certificates) in an amount sufficient to comply with the provisions of Section 20½ of Chapter 1249 and Section 1 of Chapter 1291 of the Session Laws of 1949.

"If and when the amount required to meet the provisions of the Act has been determined, the State Board of Education should make a request for an increased appropriation from the General Fund.

"This action was taken by the Director of the Budget and the Advisory Budget Commission with the understanding that the amount required would not be in excess of \$7,239,661."

You request an opinion from this office by authority of the action of the State Board of Education in respect to making payments of salaries and submit ten questions. I will quote these questions and attempt to answer each one in the order submitted.

Your question No. 1 is as follows:

"1. Is the surplus available for payment to teachers holding certificates other than G, A, and B certificates? If so, to the holders of what additional

certificates, if any, are said payments available?"

Section 20½ of Chapter 1249 of the Session Laws of 1949, as amended, by Section 1 of Chapter 1291 of the Session Laws of 1949, reads as follows:

"Salaries and wages of public school teachers shall be increased by an additional amount sufficient to bring the salary schedule of teachers holding A grade certificates to a range of \$2,200 to \$3,100 and teachers holding G grade and B grade certificates in the same proportion for the fiscal years 1949-50 and 1950-51, provided the revenues and surplus of the General Fund shall be sufficient to provide for the increases. *Provided, however,* that in the event funds are not sufficient to provide the full increase, an increase shall be given, in multiples of two per cent (2%), in accordance with availability of funds. The increase shall be paid as of June 30th of each fiscal year after the surplus has been determined and upon application being made by the State Board of Education. Such payments shall not be subject to the provisions of the law creating the Teachers and State Employees Retirement System.

"The Director of the Budget and the Advisory Budget Commission are authorized and empowered to increase the appropriations for public schools out of the General Fund by the amounts necessary to provide for payment of this additional salary, if revenues and surplus are sufficient to meet the provisions of this Section."

As you will observe, the Act quoted provides that the salary and wages of public school teachers shall be increased by an additional amount sufficient to bring the salary schedule of teachers holding A grade certificates to a range of \$2,200 to \$3,100 for the fiscal years of 1949-50 and 1950-51 and teachers holding G grade and B grade certificates in the same proportion subject to the contingency set forth in these laws. No provision is made for any salary increase for any teachers other than for those holding A, B and G grade certificates.

Your second question is as follows:

"2. In determining salary increases from the surplus payable to holders of G and B certificates and to holders of other certificates, if any others are determined eligible in the opinion of the Attorney General, shall approximately the same percentage of increase for each experience rating be paid to them as to holders of A certificates? If not, what formula must the Board use in order to make the same 'in the same

proportion' with teachers holding A certificates?"

In determining the salary increases for holders of G and B grade certificates, it is my opinion that approximately the same percentage of increase for each experience rating shall be used as a basis for the increase as is used for the holders of A grade certificates. This is the only method I know of by which the increases for the holders of G & B certificates could be made "in the same proportion with teachers holding A grade certificates". As stated above, only A, B, and G grade teachers share in the increase provided by the statute.

Your third question is as follows:

"3. Are regular teachers who taught only a part of the school term of 1949-50 entitled to share in said surplus?"

It is my opinion that regular teachers who taught for a part of the school term of 1949-50 are entitled to share in said surplus on the basis of the time which they actually taught. This, of course, would be confined to the A, B, and G grade teachers and the amount would be determined upon the monthly salary increase which would be applicable to their particular certificate.

Your fourth question is as follows:

"4. Are teachers who worked and were paid, without regard to certificate held, as substitutes during such term entitled to share in said surplus?"

In my opinion, the teachers who worked and were paid without regard to the certificate held as substitute teachers during the term would not be entitled to participate in the surplus as the basis of their compensation is otherwise determined.

Your fifth question is as follows:

"5. Are teachers who drew salaries in excess of 3,100 from State school funds entitled to share in said surplus? Or does the 3,100 limitation apply only to holders of A certificates and paid for nine months?"

In my opinion, the \$3,100 limitation applies only to holders of A grade certificates who are paid for nine months. The Act contemplates, in my opinion, that the salary schedule for teachers holding A grade certificates shall be increased to a range of \$2,200 to \$3,100 and teachers holding G and B grade certificates in the same proportion. It is my opinion that the Legislature, in enacting this law, had in mind the teacher salary schedule providing for a monthly salary schedule for teachers who have taught for nine months and



who would be paid from the nine months' school fund. The Act, in my opinion, was to increase this salary schedule with a minimum figure of \$2 200 and a maximum of \$3,100 as a basis for determining the nine months' salaries to be paid to the teachers holding these certificates and in the same proportion to the holders of B & G grade certificates.

Your sixth question is as follows:

*"6. Are supervisors, who are paid on the teachers' monthly salary schedule for ten months, entitled to share in the surplus on the same basis as teachers for the full ten months of service rendered by supervisors?"*

Supervisors who are paid upon the basis of a monthly salary schedule should be paid the increased monthly salary which results from the increase of the salary schedules as provided in the Act and should be paid for the ten months in which they serve at the increased monthly salary basis.

Your seventh question is as follows:

*"7. Do building principals, who are paid on the schedule for teachers plus an amount as principal, share in the surplus on the basis of their full salary? Or do they share only to the extent of the teachers' schedule?"*

In my opinion, the building principals who are paid on the salary schedule for teachers, plus an amount paid them for acting as principal, share in the surplus on the basis of the increases allowed to other teachers. In other words, the building principal should get the same salary increase, according to the certificates held by them, as other school teachers and should continue to receive the same amount which is now paid to them in addition for acting as building principal.

Your eighth question is as follows:

*"8. Do all classified principals share in the surplus? If all classified principals do not share in the surplus, do the classified principals whose salaries are determined on the basis of the teachers' schedule share in the surplus to the extent of such teachers' schedule? (Classified principals work and are paid for ten school months)"*

There is a monthly salary schedule for classified principals which was in existence at the time the 1949 Act was adopted, and the classifications begin with the seven teacher schools with experience ratings in years with classifications beginning with P-O to and including P-8 and the number of teachers in the school running from seven to fifty. There is, however, a general regulation applying to classified principals, part of which reads as follows:

"In case the base salary on the Classified Principals' Schedule for the size school in which the person is serving is lower than that which he would receive in a six teacher building principalship, his monthly salary rating shall be equal to, or if there is no classified principals' salary in this amount, it shall be that next above which it would have been in a six-teacher building principalship".

The result of this regulation is to make the salary payments of the limited group of classified principals to which the regulation applies be determined by the monthly salaries paid to six-teacher building principals which, in turn, is based upon the nine months' teacher salary schedule. If all classified principals are excluded from participation in the benefits of the Act, some of those in the lower classifications will be receiving less salary than some of the building principals after the salary increase is given to them. This would result in what would appear to be an inequality which I would assume the General Assembly did not intend.

The Act provides that increases shall be made to bring the salary schedule "of teachers holding A grade certificates" and "teachers holding G grade or B grade certificates" up to the amounts specified. The salary payments made to classified principals are based upon a separate schedule, in which their certificates are listed as hereinbefore set forth, and they are not paid as holders of A, B, & G grade certificates but they are paid as classified principals upon the specific schedule set up for them unless the salary paid them is determined by a departure from the schedule and under the provisions of the general regulation above quoted. If the general regulation above quoted is applied to determine the salaries of these classified principals, the actual salary paid them will be based upon the teacher salary schedule and the classification therein based on either the Class A or graduate certificate which they are entitled to hold and the years of experience they have had as a teacher or principal.

It would not be known in all instances whether or not the classified principal would be actually holding an A or G certificate but such classified principal would be entitled to such A or G certificate upon demand being made for that. Their salaries, however, as above pointed out, are determined upon the basis of their right to such certificates based upon information furnished by the Division of Professional Service of the State Department of Public Instruction.

As to the classified principals, whose salaries are fixed by the salary schedule under the terms of the general regulation above quoted, I am of the opinion that they would be entitled to the increases provided for by the 1949 Acts in accordance to their teacher certificate classification. Classified principals, whose salaries are not determined by the salary schedule for A & G teachers, are not, in my opinion, entitled to the increases provided for by the 1949 Acts. The salary increases provided for those classified principals who are entitled to the same under the above construction of the law should be paid for the number of months which they actually teach, which I understand to be ten months.

Your ninth question is as follows:

*"9. Do Superintendents share in the surplus? If so, on what basis?"*

In my opinion, the superintendents do not share in the surplus. No mention is made of the salaries paid to the superintendents or any salary schedule which affects their basis of compensation. They are not paid their salaries based upon being the holders of A, B & G grade certificates. I regret to state that in my opinion the statute does not provide any increase for them.

Your tenth question is as follows:

*"10. Do vocational teachers of home economics and agriculture who hold G, A, and B certificates and were paid monthly salaries for periods of service of ten, eleven, and twelve months share in the surplus on the same monthly salary schedule as the regular academic teachers, plus the differential which now exists between the regular academic teachers' schedule and the vocational teachers' schedule, for the number of months worked by the vocational teachers of home economics and agriculture?"*

In my opinion, the vocational teachers of home economics and agriculture who hold G, B and A grade certificates are entitled to share in the surplus on the basis of the monthly salary schedule of regular academic teachers as increased under the provisions of this Act and, in addition to getting this increase in salary, they would be entitled to continue to receive the differential which now exists between a regular academic teacher schedule and the vocational teacher schedule. This salary, with those increases, should be paid them for the number of months worked by the vocational teachers of home economics and agriculture. The salaries of vocational teachers are based upon the A, B and G grade certificates held by them which are set up in their salary schedule on

(Continued on page 16)

## LOOKING BACK

### 5 YEARS AGO

N. C. Public School Bulletin, November, 1945  
Selective Service Headquarters has recently announced the deferment of 18-year old youth enrolled in secondary schools.

Dr. James Y. Joyner, former State Superintendent of Public Instruction was unanimously elected to the one-year office of Honorary President of the General Alumni Association of the University of North Carolina at the meeting of the Directors held in Chapel Hill on September 29.

The Audit Report of the State Board of Education on the Nine-Months School Fund for the year 1944-45 shows an expenditure of \$38,505,705.40.

In "An Open Letter from the Rutherford County Board of Education to the people of Rutherford County" regular school attendance is urgently requested.

Howard Dawson, Director of the Division of Rural Service of the National Education Association, was a visitor at the State Education offices in the Education Building on October 15.

### 10 YEARS AGO

N. C. Public School Bulletin, November, 1940

The Cool Springs High School in Iredell County carried away first prize in the educational exhibits at this year's State Fair.

Home, school and neighborhood accident prevention has been one of the major projects of the WPA Adult Education program during the summer quarter's activities.

The "Know Your State Government" series of radio programs sponsored by the State Department of Public Instruction is being broadcast each Monday from 2:30 to 3:00 p.m. over Station WPTF, Raleigh.

Mr. Charles E. Spencer, for the past two years Adviser of Physical and Health Education, has been granted a year's leave of absence to attend the University of North Carolina, Chapel Hill.

On October 7, Mr. Q. E. Mathis succeeded Mr. Walter E. Keyes, resigned, as Assistant Supervisor of Trade and Industrial Education.

The average daily attendance in the white schools of the Newton-Conover system, for the first four weeks of the term, was 98.2 per cent, according to Superintendent R. N. Gurley.

W. F. Warren, superintendent of the Durham City schools, recently announced that the city schools will sponsor a 15-minute program designed to better inform the people of Durham of the work which the schools are doing.



### The Attorney General Rules

(Continued from page 15)

the monthly basis. It is my opinion that the General Assembly intended that these teachers should be entitled to share in the same monthly salary increases as provided for other teachers in public schools.—Attorney General, October 31, 1950.

### Mrs. Maley Gives More "Abundant Foods" for November

More "Abundant Foods" for school lunchrooms are suggested for the month of November by Mrs. Anne W. Maley, State Supervisor of the School Lunch Program.

These foods are grouped into two sections: "School Lunch Specials", which are to be purchased as often as in keeping with good menu planning and are available at reasonable cost; and "Good Buys" as an additional shopping list.

The suggestion in these two groups for November are: School Lunch Specials—cabbage, carrots, apples, sweet potatoes and pork; Good Buys—turkeys, cranberries, onions, hens, broilers, fryers, Irish potatoes, eggs, cheese, cottage cheese, honey and butter.

## MAKING TODAY'S NEWS

Harnett. Only 10 counties in the State and the City of Charlotte serve more school lunches each year than Harnett, according to a report received today by County Superintendent C. Reid Ross from the State Board of Education. Durham Sun, September 16.

Henderson. Resolutions were adopted by the Board of Trustees of Henderson city schools at a meeting Tuesday night, delegating authority to the various officials of the school, and pledging efforts to "suppress all criticisms and unfavorable comment about any activities of the school," in an effort to iron out difficulties which resulted in the resignation last Friday of Band Director W. T. Hearne of the high school. Henderson Dispatch, September 27.

Asheville. F. S. Barker, director of the Division of Special Education, State Department of Public Instruction, will speak at the meeting of the Mental Hygiene Society tonight in the Courthouse at 8 p.m. Asheville Citizen, September 26.

New Hanover. Some 186,557 school lunches were served to county school children in the five elementary school cafeterias operating here during the 1949-1950 school year, John O. Marshall, business manager, announced today. Wilmington News, September 26.

Greene. Dr. Clyde A. Erwin, State Superintendent of Public Instruction, will make the main address at a combined meeting of the Greens County Unit of the North Carolina Education and the Greene County Educational Advisory Organization, which will meet in the Hookerton Community Building on Tuesday, October 10, at 7:30 o'clock. Raleigh News and Observer, September 29.

Duplin. Local schools in the county raised \$201,576.45 from all sources for local school activities last year, according to the annual audit report that has been released. Wallace Enterprise, October 2.

Harnett. The first county-wide meeting of the Educational Association was held Monday evening at the Lillington High School with 250 Harnett County teachers in attendance. Raleigh Times, October 4.

Carteret. Dr. N. Thomas Ennett, Carteret County health officer, has announced that correctional work on minor defects in school children has begun. Wilmington News, October 3.

Person. The New Person County high school, Negro, with 11 classrooms and other departments, costing \$200,000, opened its doors to more than 400 students Monday morning. Durham Herald, October 4.

# BULLETIN

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RALEIGH, NORTH CAROLINA

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## U N FLAG MAY BE DISPLAYED WITH U S FLAG; NOT ABOVE IT

The display of the United Nations flag is in no way in violation of the Flag Code nor detrimental to the display of the United States flag in any respect, according to State Superintendent Clyde A. Erwin.

Superintendent Erwin made this statement after he had been apprised of the fact by C. W. Tillett, prominent attorney of Charlotte. "I have examined the Flag Code of the United Nations as well as the Flag Code of the United States", Mr. Tillett wrote Superintendent Erwin, "and I find that there is absolutely no conflict and no reason why the United Nations flag cannot be displayed".

In an effort to clear up any misunderstanding about the flag of the United Nations and the significance of its use, Mr. Tillett has written letters to several of the State's newspapers. Pertinent paragraphs from this letter are reproduced here for the information and guidance of the schools:

"The significance of the display of this flag is that the organization or individual displaying it is supporting the principles and activities of the United Nations. Here is what the official Flag Code of the United Nations says about the flag's use:

"The flag may be used in accordance with this Flag Code by Governments, organizations and individuals to demonstrate support of the United Nations and to further its principles and purposes". (See Article V of the Code.)

"The display of the United Nations flag in this country does not mean that the sovereignty of the United States is being subordinated to that of the United Nations. The United Nations has no sovereignty. It is an association of nations that are voluntarily cooperating by means of organization. What the United Nations does have is principles and purposes.

"The flag of the United Nations stands for the purpose of taking 'effective collective measures for the suppression of acts of aggression' as the free nations are now doing in Korea. Today in Korea armed forces are in action to restore the peace under the blue and white United Nations flag, flying alongside their own national banners. For the first time in world history an international organization is employing armed force under a single command in the cause of peace. General Douglas MacArthur, the commander of the armed forces, acting on behalf of the United Nations in Korea, calls the United Nations flag 'the symbol of one of the greatest efforts man has made to free himself'.

"The flag of the United Nations stands for support of its world-wide activities designed to bring it about so that the nations of the earth shall 'practice tolerance and live together in peace with one another as good neighbors'.

"The above quotations, showing the purposes and principles of the United Nations, are taken directly from the United Nations Charter.

"The question has been asked about the possibility of the United Nations flag being flown above that of the United States. That would be impossible if the flag Regulations are followed. Article II (1) (c) of the official Flag Regulations expressly forbids the United Nations flag being flown above any other flag.

"The question has been also asked as to whether the display of the United Nations flag conflicts with laws passed by the Congress of the United States.

"I have examined these flag laws. There is nothing in the United States Flag Code that will be violated by the display of the United Nations flag if it is displayed in accordance with the United Nations Flag Code and Regulations".

## Ford Foundation To Support Educational Activities

Teaching and education is one of the five areas which will be supported by the Ford Foundation. Other areas are: World Peace, democracy, economic welfare, and human relations.

It is reported, according to Edpress Newsletter, that more than 200 million dollars will become available to colleges, universities, and professional organizations for research and other activities.

In the improvement of educational facilities and methods, the Foundation will support activities directed toward: (a) the discovery, support and use of talent and leadership in all fields and at all ages; (b) the clarification of the goals of education and the evaluation of current educational practices and facilities; (c) the reduction of economic, religious, and racial barriers to equality of educational opportunity; (d) the more effective use of mass media, (press, the radio, and the moving picture); (e) the assistance of promising ventures in education making for significant living and effective social participation; (f) the improvement of conditions and facilities for scientific and scholarly research and creative endeavors, including assistance in the dissemination of the results; (g) improving the quality and ensuring an adequate supply of teachers in preschool, elementary, and secondary school education, and in colleges, universities, and centers of adult education.

### FEATURES

- U. N. Flag May be Displayed  
with U. S. Flag; Not Above It . . . 1
- Superintendent Erwin Says . . . 2
- Three Editorials . . . . . 3
- State Gradually Expands Distri-  
butive Education Program . . . 8-9
- The Attorney General Rules . . 15

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## Superintendent Erwin Says . . .

**W**ITHIN a few days the General Assembly of 1951 will be in session. This body has the responsibility for charting the course of public education in North Carolina for the next two years. That course may be one of progress as represented by improvement in the basic opportunity of the boys and girls of this State. Or it may result in such actions that will impede the progress of public education and bring it to a virtual standstill.

It has been my experience that adverse actions of the General Assembly affecting public education are oftentimes due to a lack of adequate information concerning the particular matter under consideration. I have found the Legislature always willing to give careful consideration to proposals involving the welfare of the State. I hope, therefore, that responsible groups and individuals interested in public education will assist in every way in acquainting the members of the General Assembly with the needs of a public education as they exist within their local communities. Every person should welcome this opportunity.

I am sure that there will be a great deal of discussion of these needs during the period that the General Assembly is in session. It has often been the case with many people, however, that they wait until the adjournment of the Legislature and then devote their criticism of the lawmakers for things undone. Sometimes those citizens who are most critical of what has not been done have been most silent while the Legislature was in session.

I am simply suggesting that any constructive help that may be rendered be done now, rather than giving vent to post legislative criticism in an expression of disappointments.

### NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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December, 1950

Vol. XV, No. 4



**CLYDE A. ERWIN**  
State Supt. of Public Instruction

**EDITOR**  
**L. H. JOBE**  
Director, Division of Publications

# Ye Editor Comments . . .

## THREE EDITORIALS

Three of the State's newspapers recently included editorials concerning the "lack of teaching the fundamentals in the public schools".

One, the Winston-Salem Sentinel, quotes the English teachers of the State in saying that "many North Carolina school children are not getting proper and sufficient instruction in English grammar;" and that "they also lack adequate teaching and practice in English grammar". Two reasons for this situation are given: (1) Half the English school teachers of North Carolina believe that the basis textbooks in schools are not satisfactory; (2) High school deficiency in teaching grammar and writing is due primarily to the heavy extra-curricula load that English teachers have to bear.

Another, the Enfield Progress, calls attention to the fact that State College has employed a professor to teach its students how to read and then says, "Isn't that an awful commentary on our public school system of education?" This editor makes the point that "extra-curricular activities take so much time that the students are not permitted to devote proper attention to the things for which the State is paying. . . ."

A third editorial from the Durham Sun comments on an editorial in the Charlotte Observer entitled "Educational Piddling" in which the schools and colleges are taken to task for "neglecting the fundamentals of education and spending too much time on trivialities which ought to be taught to children at home." This situation, he states, is due to "the confusion among educators as to what the school's goals really should be and the pressure various groups put upon the schools to include in their program some pet project." And approving the Charlotte editor's call for "a re-examination of curricula", the Durham editor suggests the inclusion of "a rethinking of what the school's real purpose and function on today's society are and molding the school to those decisions".

There is one thing running through each of these three editorials—that is that the deficiencies found among some high school graduates in reading, writing and speaking are due to too much attention by teachers to extra-curricula activities and not enough time given to fundamentals. Not one of these editors seems to realize that there are wide differences among pupils in background and general ability to grasp, to learn, many abstract principles of the English language. No mention is made of the efforts put forth by some students as compared with others. Paradoxically as it may seem, students coming from small high schools where extra-curricular activities are limited because of smaller teacher staffs are found to be less proficient in reading and in speaking and writing than students graduating from the large high schools of the State where there is a wider choice of subjects and greater opportunity for participation in so-called extra curricula activities. No, we don't think there is so much a lack of teaching the fundamentals as there is a lack of ability or application of ability on the part of students themselves which accounts for some poorly trained high school graduates, not all of them.

## "DANGEROUS" PROCEDURE

If you don't want to get into administrative difficulties, it would be wise not to accept financial aid from a local club toward the salary of a coach, or t e a c h e r of some special subject. Sooner or later those who put up the money will want to dictate its use. That could be all right, provided the person whose salary is paid from such source works in harmony with the school policy. Oftentimes, however, the person so employed gets the notion that since his salary comes from a particular source, he must, regardless of school policy, follow the advice and suggestions made by those belonging to the organization putting up the money. This is a dangerous procedure which can lead to trouble. It should be avoided, unless a carefully worded contract is made which will protect the administration of the schools.

# SCHOOL-HEALTH DIVISION LISTS MENTAL HEALTH SERVICES

Services which school systems may get in planning and executing in-service education in mental health are given in 1, 2, 3 order in a recent mimeographed sheet issued by the School-Health Coordinating Service. These services are as follows:

1. School systems may call on the Consultant in Mental Hygiene for assistance in planning and executing in-service education in mental health. Whenever possible it is desirable (from an economic viewpoint) for faculty members representing all schools in the unit to cooperate in the program.

2. Human Relations Classes—for grades 6, 7, 8. At present there are two courses (books) of 30 lesson plans each—Course I and Course II. 1-4 copies may be ordered from this office at \$2.50 per copy. These are for the teacher not for the pupil. Quantities of 5 or more—order from Delaware State Society for Mental Hygiene, 1404 Franklin Street, Wilmington, Delaware—\$2.25 per copy.

3. Mental Health Kit—This is a group of nine pamphlets (most suitable for elementary teachers) which can be furnished at cost (\$1.25) from this office. Suitable for giving teachers general understandings about mental health.

4. *Betty Jean Is Ready for School*—a short, illustrated, simple (5th grade reading level) pamphlet for parents—concerning preparation for the first year of school. 1-19 copies—\$.10 each; 20 or more—\$.05 each.

*Betty Jean Grows Up*—a similar pamphlet for parents—concerning preparation for adolescence. Same price. Both from this office.

5. Human Relations Films—These may be borrowed (for return postage) from the State Board of Health. See your supervisor or local health department for details.

6. The forthcoming State curriculum guide for health instruction will contain a section on mental health. Single copies of this section available following November 1.

7. Every county supervisor has or may obtain a handbook "Developing Emotional Maturity". This contains details regarding above points and additional information.

8. For more details SEE YOUR SUPERVISOR FIRST. If she cannot help you, write to: Dr. R. M. Fink, Consultant in Mental Hygiene, School Health Coordinating Service, Box 2091, Raleigh, N. C.

9. The best single book on this subject is *Fostering Mental Health In Our Schools*, Association for Supervision and Curriculum Development, 1201 Sixteenth Street, Washington 6, D. C. \$3.00.

## Fewer Veterans Attend College

A decided drop in number of veterans attending college throughout the United States under provisions of the "G. I. Bill" was announced recently by Earl James McGrath, U. S. Commissioner of Education.

Reporting findings of the annual survey of college-university enrollments, Commissioner McGrath said, "The 1950 fall enrollment of veterans is 33 per cent less than the 1949 enrollment. Last year 856,000 veterans were registered for college study. This year only 575,000 are enrolled".

The drop in North Carolina was 5,317—from 13,736 to 8,389.

"The sharp decrease in number of veterans is reflected in the total higher education enrollment figures for 1950 which show a drop of 6.6 per cent from the peak enrollment reported a year ago", said the Commissioner of Education. North Carolina's drop in total college enrollment was 1,197, the survey shows.

The Office of Education survey of student enrollment in institutions of higher education in all the states and the District of Columbia reveals a 1950 total fall enrollment of 2,295,000 students as compared with 2,456,000 in 1949. The 1950 enrollment data were furnished by 1,838 colleges and universities. Enrollment estimates were made for 52 institutions not responding in time for tabulation.

"Graduation of nearly a half million students by our Nation's colleges and universities in 1949-50 has been a factor contributing to the decline in total number of students this fall", Commissioner McGrath pointed out. The current survey of the Office of Education reveals also a drop of 10 per cent in the number of male freshmen and correspondingly a fall of 2 per cent in number of women freshmen.

"Heaviest losses in enrollment are reported by liberal arts colleges", said Dr. McGrath. "Negro institutions show an enrollment this year equal to that of 1949. Teacher colleges enrollments are down slightly, while theological schools report a sharp rise in number of students".

## NEA Estimates 1950-51 School Statistics

Estimates of public elementary and secondary school statistics for the current year have been made by the Research Division of the National Education Association.

These estimates include the following North Carolina figures:

1. Number of classroom teachers, principals and supervisors—Elementary 21,200; Secondary 7,000; Principals 1,700; Total 29,900.

2. Teachers holding emergency certificates—Elementary 700; Secondary 130; Total 830; Per cent of total in rural, 90; Per cent of total in elementary, 84.

3. Teacher supply needed—Elementary 800; Secondary 200; Total 1,000.

4. Average salaries and purchasing power—all instructional staff, \$2,800; Classroom teachers only: Elementary \$2,710; Secondary \$2,680; All, \$2,700. Purchasing power in 1935-1939 dollars—Entire staff \$1,611; All classroom teachers \$1,554. National average—\$3,080 for entire staff; \$2,980 for all classroom teachers.

5. Per cent paid classroom teachers: Below \$1,500, 5.0%; \$1,500-\$2,399, 30.0%; \$2,400-\$4,000, 62.0%; Above \$4,000, 3.0%. National per cent—5.1, 22.8, 59.9, and 12.2 respectively.

6. Current expenditures—\$123,500,000; average per pupil (ADA) \$154.00; Per cent revenues from State 78.0. National expenditure per pupil \$213.00.

7. Enrollment—Elementary 729,500; Secondary 190,500; Total 920,000.

8. Types of teacher shortage—Rural elementary, largely.

## Home Ec Staff Receives Honors

Catherine T. Dennis, State Supervisor of Home Economics Education, was recently elected Vice-president of the American Home Economics Association for a period of three years—1950-53.

AHEA is a professional organization for all women trained in the field of Home Economics. There is a large affiliated group in North Carolina.

Miss Mable Lacy, Assistant State Supervisor of Home Economics Education, was elected President of the North Carolina Home Economics Association for 1950-51.

All professional home economists in North Carolina are eligible for membership in this organization. There are approximately one thousand in the State. The Annual State Convention of this Association was held at Southern Pines on November 2-4.



## Miss Mowrey Becomes NEA President

Delegates to the annual meeting of the National Education Association held last July at St. Louis elected Cora Mowrey as its president, succeeding Dr. A. D. Holt of Tennessee.

Miss Mowrey is currently employed as a classroom teacher at Clarksburg, West Virginia. She has held many offices in local teachers associations and has been president of the West Virginia Teachers Association.

## 2625 Persons Rehabilitated

Men and women of working age with physical or mental impairments totaling 2,625 were prepared for and made good in jobs during the 1950 fiscal year, it was announced recently by Charles H. Warren, Director of the Division of Vocational Rehabilitation.

These cases have been marked "closed as rehabilitated and employed", Mr. Warren stated.

Mr. Warren also stated that 159 other handicapped residents were prepared for and placed in jobs during the 1950 fiscal year and that these needed only to complete a period of adjustment on the job before they, too, would be considered fully rehabilitated.

"The men and women who completed their rehabilitation last year are proving by their performance that it is ability—not disability—which counts. They are proving to employers that men and women with physical limitations, once they have been properly prepared for and placed in suitable employment, are the equals of and in many instances are superior to the so-called able-bodied workers", Warren said.

"Vocational rehabilitation pays off for everyone concerned. The disabled men and women who were rehabilitated last year benefitted economically by having their yearly rate of earnings increased from \$510.21 before rehabilitation through the Division of Vocational Rehabilitation to \$2,871.50 afterward—an increase of 463 per cent. The pre-rehabilitation earnings had been derived from either unsafe or otherwise unsuitable jobs, and most of the clients had not been employed at the time they applied for services.

"Another 253 disabled persons were ready for job placement.

"All in all, fiscal 1950 was the most successful year in the history of civilian rehabilitation in North Carolina", Warren said.

## FIRST NON-AEC NUCLEAR REACTOR TO BE BUILT AT STATE COLLEGE

The first non-AEC owned and operated nuclear reactor in the United States will be built by the Consolidated University of North Carolina, using nuclear fuel loaned by the Atomic Energy Commission.

The proposed reactor, which will provide facilities for nuclear engineering research and education, will be located on the campus of State College, Raleigh. Present design calls for a low-power reactor having a maximum power level of 10 kilowatts, which will use enriched fuel containing not over one kilogram (2.2 pounds) of fissionable uranium 235.

The reactor will be housed in a special laboratory building to be erected with a fund of \$200,000 that has been provided by the Burlington Mills Foundation.

Actual transfer of fissionable material required for the reactor will take place after final approval by the Atomic Energy Commission of the safety and security provisions in the completed reactor itself and the plan for its operation.

The North Carolina reactor will be a "water boiler" type reactor, similar to one that has been in operation at the Los Alamos Scientific Laboratory since 1944. The significant feature of the water boiler design is that the uranium fuel is a solution of uranium salt in water. Such reactors are also called homogeneous reactors as contrasted to reactors in which metallic uranium fuel elements are used. At Los Alamos the Water Boiler has proved of great value for general research purposes.

It is expected that, in addition to the institutions of the Consolidated University of North Carolina, the project will be of material benefit to Physics Departments, Medical Schools and other research groups throughout the entire area.

The preliminary proposal for building the North Carolina research reactor was submitted to the AEC in April 1950. On June 5, 1950, a contract was executed by the AEC under which the University of North Carolina undertook to provide, without cost to the AEC, the detailed design of the reactor with a plan for its operation and an analysis of the health and safety hazards and security considerations involved in such operations. The AEC

agreed to make available to the University technical advice and consultation. The design and operating studies were made under the direction of Dr. Clifford K. Beck, Chairman of the Physics Department, NCSC.

In view of the inherent controls on this type of reactor and the low power level at which it will be operated, the AEC's Reactor Safeguard Committee concluded that the proposed reactor can be operated safely on a university campus, provided a satisfactory plan of operation is established.

The plutonium production of the proposed reactor will total less than a gram a year, an insignificant production rate in the manufacture of atomic weapons. In view of this fact and since the reactor will be useful in the conduct of research and training, the private construction, operation and ownership of the reactor is permissible under the Atomic Energy Act.

The cost of the reactor, exclusive of the uranium fuel to which AEC will retain title is estimated at \$100,000, which will be provided by the college. Some 60 undergraduate and graduate students in nuclear engineering are enrolled at the college this semester.

## Workshop Prepares Guide For "The Silent Siren"

"A Guide for Teachers and Group Leaders Using the Silent Siren" has been prepared by a Committee in the Resource-Use Education Workshop conducted at East Carolina Teachers College during July and August. The Guide was prepared under the supervision of Mary Sue Fonville, teacher of social studies in the Needham Broughton High School, Raleigh.

"The Silent Siren" is a series of recordings concerning North Carolina's resources. They were produced by the North Carolina Resource-Use Education Commission under the general supervision of Dr. Richard L. Weaver, Program Director. Seven State agencies cooperated in sponsoring the series: The Departments of Agriculture, Conservation and Development, Labor, and Public Instruction, the State Boards of Health and Public Welfare, and the Wildlife Resources Commission.

The Guide includes a statement on "How These Recordings Came to be Made", "Suggestions to Teachers", and "Teaching Procedures". According to Dr. Weaver, this Guide will prove very helpful in understanding and in making full use of the recordings in the classroom.

## SUPERINTENDENT ERWIN PAYS TRIBUTE TO THE MEMORY OF THE LATE W. F. CREDLE

### Board Approves Statement

State Superintendent Clyde A. Erwin announced with deep regret the death of W. F. Credle, a member of the Department of Public Instruction for many years, to the State Board of Education at its November 2 meeting.

Superintendent Erwin's statement was approved by the Board as a fitting expression from the Board and ordered included in the minutes and a copy sent to the family of Mr. Credle. The statement follows:

"Mr. Chairman and gentlemen of the State Board of Education, I announce with profound regret the death of Mr. W. F. Credle, for twenty-nine years a member of the State Department of Public Instruction and for a large part of that time Director of the Division of Schoolhouse Planning. Mr. Credle died on Friday, October 27, at his home here in Raleigh from a heart condition from which he had suffered for the past three years. I should like to pay tribute to him as a beloved friend and colleague and as an able servant in the cause of public education.

"Because of the outstanding service which he had rendered in this state, Mr. Credle had achieved national recognition and had been honored with the presidency of the National Council of Schoolhouse Planning. In addition to that he had served as Consultant and as a member of many national committees in the promotion of modern schoolhouse construction throughout the United States. At the moment of his death I had on my desk a request from the U. S. Office of Education to release him for a short time as Consultant to the U. S. Office in the planning of its national survey of schoolhouse conditions throughout the United States.

"Mr. Credle had endeared himself to school people generally throughout this State, to members of boards of commissioners and boards of education, and to all of those with whom he came in contact who were interested in the advance of educational opportunities for children. He was a versatile and scholarly man and his interest and talents extended far beyond the scope of his work in the field of schoolhouse planning. He had been able to assume many responsibilities in the Department because of his versatility and had been able to perform all of them with unusual effectiveness and efficiency.

"In the administration of the Rosenwald Fund, Mr. Credle by his fairness and considerate actions had won the warm friendship of the Negro race as he proceeded with the construction of nearly five hundred Rosenwald buildings for Negro children throughout North Carolina. The present building program has felt the impact of his imagination and ability in an unusual

way, and the research which he did in determining the school building needs of North Carolina provided much of the factual data which brought about the construction of school building facilities in the several counties of the State.

"It would take many pages to record the contributions which Mr. Credle has made in the various fields of education. The modern school buildings which are arising from their foundations in every part of North Carolina will be a monument to his memory and wherever school children play upon the grounds surrounding these splendid institutions their chattering and happy voices will be a reminder of the sweet and gentle spirit of a man whose life was so completely dedicated to their service".

### ASCD Meets in Detroit

The National Association for Supervision and Curriculum Development will meet in Detroit February 10-15, 1951. Theme of the convention will be "Curriculum Improvement in Action". Supervisors and others planning to attend this conference should notify Marie Haigwood, Shelby, President of the North Carolina Association.

### Taylor Dodson Joins Staff of Department

Taylor Dodson joined the staff of the Department of Public Instruction as Adviser in Physical Education, Division of Instructional Service, in July. He replaced John L. Cameron, who now heads the Division of Schoolhouse Planning and Surveys.

Mr. Dodson received both the B. S. and M. A. degrees from the University of North Carolina, majoring in physical education. For the past two years he studied at the University of Indiana from which institution he received the degree of "Director of Physical Education".

Mr. Dodson has had experience in various physical education and recreation areas. He served in the U. S. Marine Corps as recreation and physical training specialist, served as intramural assistant in the University of North Carolina, taught corrective physical education and elementary games in Indiana, and worked with F.F.A. camps in North Carolina as life guard, assistant program director and program director. His first experience was prior to World War II when as a student at Berea College he served as student instructor in physical education and assistant high school track coach.

## Special Education Leaders Hold Conference

The Second Annual Conference on Special Education for Handicapped Children was held in Raleigh, November 17 and 18. This conference was sponsored by the State Department of Public Instruction and the North Carolina League for Crippled Children.

Felix S. Barker, Director of Special Education for the State Department, presided at the opening session. Greetings were brought by Superintendent Jesse O. Sanderson of the Raleigh City Schools. Featured speakers were Dr. Clyde A. Erwin, State Superintendent of Public Instruction, who discussed Special Education in North Carolina; Dr. Romaine P. Mackie, U. S. Office of Education, whose subject was "A National Picture of Special Education". A panel on Special Education Programs in North Carolina completed the morning session.

An address by Dr. Darrell J. Mose, Coordinator of Clinic Services, University of Florida, and panels on Remedial Reading and Speech Correction featured the Friday afternoon session. "The Role of a Teacher in Special Education" and "Teaching Slow Learning Children" were panel topics discussed on Saturday. Featured address was made by Dr. Lester N. Myer, Chief of Special Education Services, Pennsylvania State Department of Public Instruction. Leading educators of both the State and Nation participated in the panels.

### Schools May Spend 38.63c Per Pupil for Libraries

A pupil allotment of 38.63c from State funds has been allotted for school libraries for the 1950-51 school year.

This allotment, based on average daily membership for the first seven months of the 1949-50 school year, may be expended for certain purposes. These purposes were recently specified in a letter to superintendents from Dr. J. Henry Highsmith, Director, Division of Instructional Service, State Department of Public Instruction. They are:

1. Replacement of library books for pupils.
2. Subscriptions to magazines for pupils.
3. Rebinding of library books.
4. Library supplies for organizing the book collection.
5. Library book mending materials.
6. Other consumable library supplies.

## Schools Observe American Education Week

Schools throughout the State observed American Education Week, November 5-11.

"Government of, by, and for the people" was the general theme of this year's celebration. During the observance, many schools held exercises of various sorts and provided for visitations by parents.

## Erwin Endorses School Savings Program

"I am happy to continue my endorsement of the School Savings Program", so stated State Superintendent Clyde A. Erwin in a recent letter to county and city superintendents.

"The School Savings Program is fundamentally an educational program to promote the teaching of thrift and good personal money management", Superintendent Erwin stated further. "Systematic saving helps to form good habits of thrift.

"All of us want our boys and girls to be intelligent citizens, characterized by independence and self-reliance. School training in thrift will help build toward these worthy ends.

"The free teaching aids provided by the Treasury Department will be of interest to your supervisors of instruction. These may be secured from the State Savings Bonds Office P. O. Box G-2, Greensboro, North Carolina".

## Counties Operate 5,753 Buses

The county boards of education operated 5,753 buses during 1949-50, according to a recent tabulation by C. C. Brown, Director of the Division of Transportation. State Board of Education.

Of the total, 4,605 were used in the transportation of white children and 1,148 for Negroes.

Number of buses used in the several counties ranged from 11 each in Clay and Dare to 159 in Johnston. In addition to Johnston, nine other counties operated more than 100 buses. These counties were Columbus 118, Guilford 118, Mecklenburg 124, Pitt 110, Robeson 143, Rowan 103, Sampson 115, Wake 140, and Wayne 107.

Wake operates the largest number, 43, of buses for Negro school children. Johnston operated 42 buses for Negroes.

## HEALTH AND PHYSICAL EDUCATION MAKE NEWS

Health and physical education activities were prominent in school news about the State this fall. Examples of such activities, reported in the News Letter of the North Carolina Association for Health, Physical Education and Recreation and the School-Health Coordinating Service, were the following:

"The Raleigh high schools have initiated a four year requirement in physical education".

"In order to get off to a good start in their teacher screening and observation program, the folks in Moore County arranged and conducted a joint conference of school and health department personnel".

"Health educators, supervisors, coordinators and directors of health and physical education who are employed by local schools, by local health departments or jointly by school and health departments met in Raleigh in a two-day session on October 19 and 20".

"During September and October in-service programs in mental health were held in Harnett and Rutherford counties, Laurinburg and Fort Bragg".

"Long Creek School in Mecklenburg County reports the organization of a student health council and some of the activities carried out last year".

"Jackson County teachers met Tuesday, October 3rd, to discuss physical education, with emphasis on how to use local resources in their school program".

"Columbus County teachers plan to give their attention to physical education in meetings on November 9th and 10th".

"Under the Leadership of Superintendent Murphy and Supervisor Gertrude Styron, Pender County is holding a workshop in physical education in Burgaw on October 23rd".

"Henderson elementary teachers met at the Central School on October 19th for the purpose of discussing their physical education program".

## Department Stocks Resource Guide

A stock of the Guide to Resource-Use Education "Learning by Living", prepared by the Southern States Work Conference, has been procured by the Department. Copies are available at 50 cents each. Send orders to L. H. Jobe, or R. L. Weaver, State Department of Public Instruction, Raleigh, N. C.

## Basic Subjects First Says Dr. Highsmith

Basic subjects — English, social studies, science, health and physical education, and foreign language—must be offered before business education subjects shall be offered.

This is the policy of the State Department of Public Instruction as stated by Dr. J. Henry Highsmith, Director, Division of Instructional Service in a statement issued early this fall. High schools with fewer than five teachers must secure the approval in advance of the Department before Business Education subjects may be taught by one of the State allotted teachers.

Another rule applying to the offering of business education is that all teachers of such subjects must be properly certificated. There must also be a room of adequate size properly equipped before Business Education subjects are offered.

## SRA Conducts Guidance Contest

Teachers, administrators, counselors and students may enter a Guidance Practices That Work Contest which is being conducted by Science Research Associates. The contest closes July 1, 1951.

Through this contest SRA hopes to bring effective guidance practices to the attention of interested counselors and teachers. Each paper should describe only a part of a guidance program. It should be a portion of a program that you have either worked out or have observed. It must be an actual program, not just an idea for one. Entries can describe any aspect of guidance in its broadest sense: educational guidance, including remedial programs for reading or any other school subject; personal and social guidance and vocational guidance. Papers will be judged on: uniqueness and individuality of the practice; practicality of the idea; presentation of the practice. Papers should be limited to 2,000 words.

First prize is \$50.00, second prize \$30.00 and third prize \$20.00 and \$10.00 each for the five next best entries. For additional details write to: Guidance Practices That Work Contest Editor, Science Research Associates, 228 S. Wabash Avenue, Chicago, 4, Illinois.



# STATE GRADUALLY EXPANDS DISTRIBUTIVE EDUCATION PROGRAM

Enrolls 661 High School Students, 5,545 Adults

Distributive education in North Carolina is gradually expanding as more funds become available and as more persons become interested in this practically new phase of public education.

Distributive education is a part of the State's program of vocational education, supported cooperatively by Federal, State and local funds. It is concerned with the training of workers for distributive occupations.

Distributive occupations are defined under Federal law as those occupations entailing merchandising or selling activities, the distribution of goods or services, both retail and wholesale. In other words, this training field concerns all major occupational groups in the economic cycle from production through distribution to consumption.

The purposes of distributive education are to:

1. Fit young citizens to become self-supporting, efficient members of their own community by providing specialized training preparatory to entering retail or wholesale occupations.
2. Up-grade adult distributive workers through educational programs designed to make them more efficient.
3. Help to strengthen our economy by increasing the efficiency of our distribution system in terms of reduced cost and better service to consumers.
4. Promote full employment by selling the increasing volume of products of the farm and factory to the ultimate consumers.

days, he is on the job in a regular local retail establishment. He receives pay for this on-the-job training at the regular wage scale. As table I shows, the earnings of these part-time students amount to a considerable sum.

Because the work experience required of distributive education students make it necessary for them to miss some school activities, they have organized Distribution Education Clubs in many communities. The purposes of these clubs are to provide leadership training and opportunity for social activities which these students could not have otherwise. All activities are carried on by club members under the supervision of the teacher-coordinator.

Although the number of pupils trained through this program is relatively small, most of them have been successful in full-time jobs after graduation from high school; and many of them have been promoted to junior executive jobs before or soon after their graduation.

Table III, the first two columns, shows counties in which school programs were conducted last year. As will be noted, these units include cities and towns in sufficient size to warrant the operation of distributive businesses. McQueeney had the largest group of students, 102. Forsyth ranks second with 72. Buncombe 57, Guilford 52 and Rowan and Wayne each enrolled 48 students in distributive education courses.

## The Adult Program

This phase of the distributive education program is provided in the form of inservice training for regularly employed workers. This training is divided into two parts: evening and part-time.

Evening classes are provided for

adequate classroom space, and qualified instructors from the retail food industry and furniture manufacturing industry. The first sales school, beginning July 31 and continuing for eight weeks through September 22, was set up to accommodate a maximum of twenty-five furniture salesmen from different firms each week. Classes, conducted all day, Monday through Friday, gave forty hours' instruction each week. Each succeeding week, the same course of study was given to another group.

The chief instructor of the school was W. W. Morrison, founder of Morrison-Neese Furniture Company, winner of the Cavalier award, and former President of the National Furniture Association. Eleven other instructors, who were specialists in manufacturing or selling home furnishings, were used during each week of the training period. No public funds were used to pay these instructors for their services.

The purpose of this course is to train salesmen to serve the public better, to provide more factual information and to help customers to make better selections of home furnishings. Topics covered include furniture design, construction, materials and price. Instructional techniques included lectures, factory tours, demonstration by instructors and by students, and assigned projects. The final project which enabled students to put into practice newly acquired information about home furnishings consisted of selecting furnishings and completely furnishing an assigned room on a limited budget, the limit being set up in accordance with a budget of an average homemaker. Three rooms were built especially for this purpose.

In general, the value of the school might be summarized in the words of the students "This is just what we have been needing" in the words of managers of furniture stores from whom graduates were obtained.

Table IV

This table shows the expenditures for distributive education according to source of funds—local, State, Federal. As will be noted, expenditures have greatly increased since the program began in 1937-38. Larger support is being given by all three governmental agencies, the State now furnishing 43 percent of the funds expended, the Federal government, 33 percent, and local governments noted, very few new programs can be organized because sufficient funds are not available.

## I. COOPERATIVE

### PART-TIME TRAINING

Year	Programs	Students	Earnings
1939-40	1	123	\$
1940-41	1	132	58,108.93
1941-42	15	378	70,300.35
1942-43	16	354	79,300.61
1943-44	14	254	68,600.61
1944-45	15	267	74,640.81
1945-46	13	241	88,942.74
1946-47	15	330	133,900.34
1947-48	21	433	176,978.25
1948-49	21	557	224,266.42
1949-50	25	661	274,184.99

## II. IN SERVICE TRAINING

### FOR ADULTS

Year	No. Classes	No. Persons
1937-38	27	751
1938-39	36	1,299
1939-40	116	2,327
1940-41	181	3,482
1941-42	239	5,333
1942-43*	240	5,000
1943-44	170	4,470
1944-45	172	4,581

boy or girl over sixteen years of age.  
2. Part-time workers in distributive occupations.

3. Full-time employees in distributive occupations.

4. Managers and supervisors of retail, wholesale and service establishments.

Distributive education was added to the vocational education program in 1937 by the George-Dean Act of Congress.

### The School Program

The school phase of the program did not get underway until 1939-40 when one class was formed with an enrollment of 26 students. The school program has grown, however, during the ten years since its inception, until last year there were 25 programs with an enrollment of 661 students. Table I shows the year by year growth as measured by number of programs, number of students and earnings during training time.

This part of the program provides specific vocational training to junior and senior high school students who wish to make a career in some distributive business. Under the guidance of a trained teacher-coordinator, they are given vocational training which is closely correlated with work experience in a distributive business in the community.

The teacher in charge of the program is called the D-E Coordinator. He not only teaches D-E students; he visits and helps supervise them on the job. In this latter work, however, he is assisted by someone in the cooperating business.

The student attends school 50 per cent of the working time, two hours of which is devoted to his specialized field. During the other half of the school day, and often on Saturdays and holi-

Courses usually extend over a period of several weeks, meeting one or two hours at a time. Classes are taught by specialists in particular phases of merchandising and marketing by the industrial and commercial members of the State. In most instances these classes are under the general supervision of the local D-E coordinator.

Through this part of the program the public school is enabled to offer specific instruction to students in various fields of distribution, such as restaurants and hotels, dairies, department stores, apparel stores, food stores, and drug stores. A long range educational program has been formulated which outlines a series of sequential courses for (1) managers, (2) supervisors, (3) selling employees, and (4) non-selling employees.

Table II shows the growth of this part of the distributive education program. There were only 27 classes enrolling 751 persons the first year, 1937-38. During the entire history, as the table shows, the figures have varied, yet during recent years there have been from 5 to nearly 7 thousand persons enrolled in such courses.

Although enrollment in courses for employees is much greater, special emphasis has been given to the training of executives to enable them to deal more effectively with personnel.

Table III (last four columns) shows the number of teachers and the enrollment in the two phases of the program—coopering and part-time—for 1949-50 in the counties in which programs are operated.

### Illustration

An illustration of one phase of the adult program is the School for Home Furnishings Sales.

Organized on the institute plan, the school is held in the furniture Exposition Building in High Point, North Carolina, the center of the furniture manufacturing industry, where there are available all types of home furnishings shown in the Exposition Buildings,

## III. DISTRIBUTIVE EDUCATION, 1949-50

County	Cooperative Classes		Evening and Part-Time Classes	
	Teachers	Students	Teachers	Enrollment
Alamance	1	28	75	230
Ashe	1	22	6	22
Burke	2	57	13	216
Burke	1	29	29	86
Catawba	1	23	309	342
Cleveland	1	26	1	39
Craven	1	27	1	76
Cumberland	1	22	135	177
Durham	3	72	56	115
Forsyth	1	42	72	134
Gaston	2**	52	151	89
Guilford	3	102	165	316
Halifax	1	19	1	37
Jackson	2**	31	142	1,382
Mecklenburg	1	17	414	1,011
Nash	1	17	38	270
New Hanover	1	3	25	48
Orange	1	1	1	25
Pitt	1	1	1	42
Randolph	1	15	14	14
Robeson	1	48	7	33
Rockingham	1	10	93	38
Rowan	1**	23	69	131
Rutherford	1	1	26	98
Scotland	1	1	92	117
Vance	1	1	115	60
Wake	1	48	23	66
Watauga	1	1	51	89
Wayne	1	1	1	1
Wilkes	1	1	1	1
Wilson	1	1	1	1
TOTALS	25	661	1,904	3,641
				5,545

\* Teachers counted in other units. \*\* One part-time.

## IV. EXPENDITURES FOR DISTRIBUTIVE OCCUPATIONS

Year	Local Funds	State Funds	Total	Federal Funds	Total
1937-38	\$ 37.50	\$ 471.68	\$ 471.68	\$ 941.32	\$ 1,413.00
1938-39	1,066.67	583.38	1,650.05	1,797.14	3,447.19
1939-40	1,066.67	583.38	1,650.05	1,797.14	3,447.19
1940-41	5,890.32	11,344.84	17,235.16	17,424.08	34,659.24
1941-42	6,951.08	13,371.97	20,323.05	20,562.86	40,885.91
1942-43	5,920.50	16,333.87	22,254.37	29,165.47	51,419.84
1943-44	7,734.93	17,293.23	25,028.16	21,783.09	46,811.25
1944-45	7,471.84	24,098.93	31,570.77	20,366.96	51,937.73
1945-46	9,267.66	31,200.44	40,468.10	30,727.86	71,195.96
1946-47	15,799.33	31,391.23	47,190.56	43,593.66	90,784.22
1947-48	19,628.05	44,791.34	64,419.39	43,593.66	108,013.05
1948-49	31,502.33	56,928.68	88,431.01	43,593.66	132,024.67

## STATE-FEDERAL AGENCIES REHABILITATE HANDICAPPED

Under the State-Federal system of vocational rehabilitation, more than 545,000 disabled men and women have been prepared for and placed in self-supporting jobs, 61 per cent of them in the past seven years through an expanded program that includes physical restoration services to correct or diminish their disabilities.

Restoring a disabled man or woman to self-supporting jobs through the State-Federal system of vocational rehabilitation cost an average of \$445 in the fiscal year, 1950. Maintaining a person by public assistance would cost about \$540 a year, even more when the disabled person has dependents. Two out of five persons rehabilitated during the past year by the vocational rehabilitation program had others dependent on them.

Three out of four persons rehabilitated by the State-Federal vocational rehabilitation program during the 1950 fiscal year were unemployed when they applied. After rehabilitation, they were placed in self-supporting jobs earning at the rate of \$93 million, on which they would pay \$5.5 million in Federal income taxes alone. Within four years, they will have repaid the entire Federal expenditure on their rehabilitation, \$20.3 million. Meanwhile, they will be paying State and local taxes as well.

During the past seven years, the State-Federal system of vocational rehabilitation has prepared for and restored to self-supporting jobs 335,000 disabled men and women, the equivalent of a city the size of Rochester, New York. Since the program was started in 1920, 545,000 handicapped persons have been returned to economic independence, enough to populate cities the size of Minneapolis, Minnesota or New Orleans, Louisiana.

Handicapped workers, when properly prepared and placed in the right job, make safe, reliable, and efficient employees. Surveys by Government and industrial firms have proved conclusively that their ability equals that of the average non-disabled worker and is often outstanding. Ability, not disability, counts.

Every year, 250,000 men and women throughout the country are disabled by accidents, chronic disease or congenital defects to a degree that requires vocational rehabilitation to make them self-supporting citizens and taxpayers instead of being dependent upon others. In the last fiscal year, the State-Federal rehabilitation system had funds to

restore only 60,000 of them to paying jobs, a fraction of those needing help. Over a period of years, a backlog of 1.5 million disabled men and women needing rehabilitation has accumulated. Only by expanding the State-Federal program can this backlog be prevented from growing larger.

The Nation has already begun to feel the pinch in manpower in trying to expand its armed forces and industrial production at the same time. Between 1.5 to 2 million disabled men and women could be prepared to take their places on the production line through the services of the State-Federal vocational rehabilitation program if adequate funds were available. During the last war, expansion of the State-Federal program increased the number of persons rehabilitated from an average of 9,000 to 46,000 in one year.

Many of the men and women aided by the State-Federal system of vocational rehabilitation earn more money afterward than they did before they suffered their disability. The 335,000 persons rehabilitated during the past seven years have increased their earnings and the Nation's purchasing power by more than \$1 billion and have already paid Federal income taxes of about \$100 million in addition to State, local and other taxes.

Handicapped men and women increased their earnings five-fold on the average through services of the State-Federal vocational rehabilitation system. Almost 32 per cent of those rehabilitated were prepared for and placed in skilled and semi-skilled jobs, 21 per cent in clerical and sales positions, 14 per cent in service occupations, and 9 per cent in professional and managerial positions. About 10 per cent were unskilled workers, 8 per cent were employed on farms and 6 per cent were housewives or family workers.

### St. Mary's President Heads College Conference

Richard G. Stone, President of St. Mary's School, Raleigh, was elected to head the North Carolina College Conference for next year at a meeting of that organization held in Winston-Salem, November 8-9. L. E. Cook, State College Professor of Education, was named Vice-President; and James E. Hillman, State Department of Public Instruction, was re-elected Secretary Treasurer.

### Low Certificates Not Good in Accredited Schools

Continued accreditation of both elementary and secondary schools is jeopardized by the employment of teachers holding low grade certificates.

This was the substance of a warning sent to all principals and superintendents by the State last February by Dr. J. Henry Highsmith, Director of the Division of Instructional Service. Since a number of schools had employed teachers in this class, they were dropped from the accredited list as of 1950 and will be so indicated in the list of accredited schools printed in the 1950-51 Educational Directory.

The maintenance of minimum standards is necessary if accreditation is to retain its significance, Dr. Highsmith stated. Certificates listed by him as not acceptable in an accredited elementary school are:

1. Elementary A, B, and Provisional
2. Non-Standard Rating
3. High School subject certificates, except in grades seven and eight
4. Special subject certificates (Public School Music, Art, Physical Education, etc.), for regular grade work below the seventh grade

The following certificates are not acceptable in an accredited high school:

1. Elementary A, B, and Provisional
2. Non-Standard Rating

### ACEI Meets in Seattle

The Association for Childhood Education International announces that it will hold its 1951 Annual Study Conference in Seattle, Washington, May 26-30.

The five-day meeting will include study groups, discussion forums, and general sessions on current problems in this important field of education.

The study and discussion groups, the excursions, and the Adventure Room will make possible the active participation of all registrants. General sessions will offer well-known speakers on vital present-day phases of childhood education.

The estimated 2,000 delegates from the United States and other countries will be guided on excursions in the Seattle area to acquaint them with the history, industry and folklore of the Pacific Northwest.

For further information about the 1951 ACEI Study Conference, write Mary E. Leeper, Executive Secretary, Association for Childhood Education International, 1200 Fifteenth St., N. W., Washington 5, D. C.



## SUPERIOR TEACHING\*

A superior teacher is a responsible individual. He develops and follows a strict code of ethics. He believes that he must do as good a job as he possibly can regardless of what subject he is teaching. He is forever searching for ideas that will improve his presentation. As long as he stays in the profession his sole aim is to help students attain those ideas and skills that make good citizens, both socially and economically.

1. He does not condemn a student for failure for the entire semester on the basis of work done in the first six weeks. This is the orientation period; the introduction to the course acting as a foundation for future learning.

2. He does not sit at his desk while students struggle with an assignment. He moves about the room explaining, demonstrating, and showing. He secures and maintains interest by always giving encouragement.

3. He does not use the IQ of the student as the basis for the grade given for the semester. He realizes that the IQ indicates only the ability of the student to read and interpret; his grade is given for achievement.

4. He does not give a test merely for the sake of recording a grade. His tests are carefully constructed on the basis of the objectives that he wants the students to accomplish. Each question on the test relates to a particular objective.

5. He does not just offer a course because his principal asks him to do so. He organizes and plans each course carefully even though his special interest may lie in another subject. His classes are conducted according to recognized principles of good teaching.

6. He does not limit his reading and study to one or two subjects of special interest. He reads the entire field of business education believing that he will be a better teacher by knowing the entire field.

7. He does not allow personal feelings to enter into a professional disagreement. He can agree with a person's philosophy and dislike him personally or he can disagree with a person's philosophy and like him personally.

8. He does not stick to one teaching practice year after year. He experiments and revises his procedures so that his presentation is as effective as he possibly can make it.

9. He does not avoid teacher's meetings and conventions. He is loyal in

## GUIDES TO GOOD SUPERVISION

The following statements have been accepted by the State home economics supervisory staff as some basic assumptions in effective supervision:

1. Supervision should help teachers evaluate their own program and plan for direction.
2. The supervisor is a co-worker in the joint effort for the improvement of instruction.
3. Supervision is a democratic procedure in which the teacher and the supervisor work together on problems with which the teacher is concerned.
4. Supervision should help to interpret the homemaking program to administrators and others.
5. A supervisor has a responsibility for understanding each teaching situation with which she is working.
6. The supervisor's responsibility is to work cooperatively with the teacher, the school, and the community on the solution of problems which make a contribution to better family living.
7. Effective supervision gives recognition to accomplishments of the teacher and contributes to her sense of security and satisfaction.
8. All supervision should be directed toward the continuous growth and development of the individual (pupil and teacher).
9. A supervisor has a responsibility for her own continuous growth and development.
10. In an effective program of supervision both the teacher and the administrators understand the types of services the supervisor is prepared to give.

attendance and always seeking new methods and ideas. He realizes that strong teacher organizations constitute a strong voice in the improvement of the entire teacher profession.

To be a superior teacher, you must believe in the teaching profession. You either like or dislike the profession. If you dislike it, then get out of it. You won't be happy in any teaching situation and you won't be able to do a superior job of teaching. The teaching profession will progress only as more people are sold on the profession to the extent that they will be superior in the classroom.—George W. Anderson, president of Tri-State Business Education Association; School of Education, University of Pittsburgh, Pittsburgh, Pennsylvania, in the Balance Sheet, October, 1950.

\*As indicated in item 6, this statement was prepared for teachers of business education. With the word "business" omitted, it seems to have significance for teaching in any field.

## Lenoir School Head Dies

H. Claude Sisk, Superintendent of the Lenoir City Schools for the past five years, died on November 7 in Lenoir. Prior to assuming the Lenoir superintendency, Superintendent Sisk was principal of the Belmont schools, Gaston County, for 26 years. He also taught at Stantonsburg and East Gastonia.

Luther B. Robinson, Principal of West Lenoir elementary school and formerly Superintendent of Caldwell County Schools, has been appointed acting superintendent of the Lenoir city schools system.

## Institute Will Furnish Teaching Aids

A catalog listing free and expensive booklets, charts, film strips, and motion pictures on life insurance and money management may be secured by teachers from the Education Division, Institute of Life Insurance, 488 Madison Ave., New York 22, N. Y. The booklet is entitled "Teaching Aids for Financial Security Education".

## Tennessee Has New Commissioner of Education

On August 15 James Alton Barksdale became Tennessee Commissioner of Education by appointment of Governor Gordon Browning. He succeeded J. M. Smith who resigned to resume the presidency of Memphis State College from which he was on leave of absence while he served as Commissioner of Education since January 1949.

Mr. Barksdale was born near McKerrrie, Tennessee, November 20, 1904. After completing high school there he entered Bethel College from which he graduated. Later he did post-graduate work at Peabody and received his Master's degree from the University of Colorado.

Mr. Barksdale was employed as a teacher and as a principal of a number of schools in Tennessee from 1925 to 1946, when he was elected superintendent of the Union City Schools. He held this position until he became State Personnel Director in February 1949, a position he held until appointed Commissioner of Education.

## STATE POPULATION INCREASES 13.1 PER CENT

The population of North Carolina as of April 1, 1950, was 4,038,814, according to a preliminary count of the returns of the 1950 Decennial Census, reported recently by the Bureau of the Census. This figure represents a gain of 467,191, or 13.1 percent, over the 3,571,623 inhabitants of the State enumerated in the 1940 census.

Final population counts, the Bureau points out, may differ from the preliminary counts because of the allocation to the place of usual residence of persons who were enumerated elsewhere, the inclusion of crews of vessels docked within an area but not included in the preliminary count, and because of other revisions.

### Concord Adds New Courses

Concord schools have added two new courses to the curriculum and greatly expanded two others, according to Superintendent R. Brown McAllister.

One of these two new courses is driver education, taught by Paul Boulus in the high school. The other is physical education which has been inaugurated in four elementary schools—Long, Webb, Coltrane, and Clara Harris. Bill Moose is director of the program.

Art work, taught only in the high school prior to this year, has been added to five schools—Long, Webb, Coltrane, Clara Harris, and Logan. Mrs. Mary C. Austin has charge of this work.

The musical program has been broadened with the addition of a class in violin. William Tritt is the instructor.

### Former Staff Member Receives Honor

Dr. H. Arnold Perry, formerly associate in the Division of Instructional Service, recently returned from Montevideo, Uruguay, where he attended the conference of the United Nations Educational, Scientific and Cultural Organization. Dr. Perry is currently Professor of Education at the University of North Carolina, Chapel Hill.

One of UNESCO's basic aims is "to enable people to understand the cultures of other people, and how all people can be brought into a world community". While in Montevideo, Dr. Perry participated in the Inter-American Seminar on Elementary Education. It was the aim of this Seminar to develop methods and materials for increasing understanding among peoples.

### High School Teachers Not Needed

There is no need for training additional high school teachers for North Carolina schools at the present time, according to a tabulation of certificates of teachers employed last year who were teaching out-of-field.

Teaching out-of-field are those teachers who hold certificates which indicate their qualifications to teach a certain subject in accordance with their scholastic training. In 1949-50, records show, there were 1,100 white teachers and 286 Negro teachers who held subject certificates, but were employed as teachers in the grades or to teach a subject for which they were not trained.

Most of these teachers held certificates to teach English (white 111, Negro 12), English-Social Studies (white 128, Negro 15), and Social Studies (white 153, Negro 46). All but 69 of the total 1,386 were teaching in the elementary schools.

### Cuba Celebrates 50th Anniversary

Public education in Cuba is celebrating its fiftieth anniversary this year.

In commemoration of the anniversary the Minister of Education in Cuba is inviting one public school teacher from each of the 48 states to visit Cuba during the Christmas Holidays from December 18, 1950, to January 1, 1951. The teachers selected will be given free board and room and free transportation from Miami to Havana and return, but must pay their own round trip travel expenses between their homes and Miami and to defray their incidental expenses in Cuba.

During the two-week period in Cuba the United States teachers will be taken on excursions throughout the island and will participate in seminars for the discussion of problems related to inter-American understanding. Special lectures will also be arranged at the University of Havana on the life and culture of Cuba.

Any city or county superintendent wishing to recommend a teacher for consideration should send the name of such teacher to State Superintendent Clyde A. Erwin at once, together with a brief biography, giving (1) address, (2) birthdate, (3) marital status, (4) position, (5) name of school, and indicate whether or not the teacher has ever been to Cuba. It should be understood that the teacher named would be available to go if finally chosen.

### N. C. Teacher and Pupil Picked for National Radio Program

A teacher and pupil from the Fletcher school in Henderson County were picked to appear on ABC's national network program, "The American Farmer", which featured the School Lunch Program on October 7. These were Mrs. C. F. Dockings, second grade teacher, and Bill Trantham, one of her pupils. They were selected by Mrs. Anne W. Maley, State Supervisor of the North Carolina's School Lunch Program.

### Counties Shift in Population

Average increase in the State's population, based on preliminary figures of the Census Bureau, was 13.1 per cent from 1940 to 1950.

Population shifts among the 100 counties, however, varied widely, the range being from an increase of 133.3 per cent in Onslow to a decrease of 18.1 per cent in Swain.

Counties whose population increased 25% or more were the following: Onslow 133.3%; Craven 55.5%; Orange 49.2%; Cumberland 39.7%; New Hanover 32.1%; Mecklenburg 29.2%; Gaston 26.5%; Carteret 25.5%; Durham 25.4%; Transylvania 25.2%; and Lee 25.1%.

Counties whose population decreased greatest during this ten-year period were: Swain 18.1%; Hyde 17.7%; Dare 11.2%; Tyrrell 9.1%; Madison 8.6%; Currituck 8.2%; Clay 6.2%; Anson 5.8%; Gates 5.3%; Mitchell 5.3%; and Yancey 5.2%.

### Film on Banking

The interesting and important story of commercial banking as it serves business, industry, and the general public today has been graphically presented in a sound motion picture, "Back of Every Promise", produced for the Continental Illinois National Bank and Trust Company of Chicago, by Wilding Picture Productions, Inc., also of Chicago. This picture was made as a public service by the sponsor, and loan copies of the film are available to interested groups on request, supplied in 16mm, with a screen time of 27 minutes. This is an original story, which has been designed to clearly define for all, the part played by modern banking in the affairs and progress of the world.

For loan of copies, write to A. Gordon Bradt, Continental Illinois National Bank and Trust Company of Chicago, Chicago 90, Illinois.

## Edpress Lists These Educational News Items

Secretary of Defense Marshall is devoting most of his major speeches urging enactment of Universal Military Training.

Destined to become a best seller: The U. S. Office of Education's new bulletin, *Toward Better College Teaching*.

The American Red Cross is talking about plans to train 16 million people for first aid—with the help of schools, colleges and universities, of course.

Elmo Roper's survey for Life Magazine contains this fact: 67 per cent of the people questioned believe children are taught more useful and worthwhile things than they were 20 years ago. But in answer to the question, "Are you satisfied with the public school system in your own community now?" only 33.4% are really satisfied. 38.2% only "fairly satisfied" and 16.8% not satisfied at all.

A nine-member House Committee under the chairmanship of Rep. Teague (D.) is investigating the vast veteran's education and training program.

A check list of "Factors Making or Marring Good Teaching" has been prepared by the NEA's Department of Classroom Teachers. The check list assesses the school building, playground, classrooms, supervisors, teacher-pupil relationships, the curriculum, instruction materials, better employment conditions. It is to be used by teacher and school administrator "to raise the standard of the profession".

Motorists in New Jersey are learning that they must bring their vehicles to a stop when approaching the vicinity of a school bus halted to take on or discharge children. Last year 2,226 operators were arrested and fined in New Jersey for violating this law which carries with it a fine of \$10. In the year preceding there were 2,351 arrests.

For eight years, nearly a million more babies have been borne in the United States each year than the yearly average during the seven years before the war. In other words, instead of 2 million live births each year we have produced 3 million each year for the past ten years. At the same time fewer

## "GOOD SCHOOLS DON'T JUST HAPPEN"

What are some of the characteristics of a good school? What are some of the problems which must be solved by schools and communities to meet the Life Adjustment needs of youth? What can you do to help meet these needs in your community?

A publication just prepared by staff members of the Office of Education, Federal Security Agency, with the assistance of a lay advisory committee, raises these questions and offers some answers as a guide to action for life adjustment education to be used by teachers, school administrators, and other citizens.

Prepared at the request of the Commission on Life Adjustment Education for Youth, this guide titled, "Good Schools Don't Just Happen!", should be especially useful to citizen organizations interested in working with local and State education authorities to improve schools and educational programs for the Nation's youth.

Eight specific suggestions are offered in the publication as ways in which individual citizens can help schools solve some of the problems of life adjustment education. These are: (1) Discuss problems with school officials; (2) Identify a pressing problem; (3) Find others who will join you in solving problems; (4) Form a fact-finding committee to study problems and get facts; (5) Give wide-spread publicity to facts in order to get consensus; (6) When action on facts is indicated, call together representatives of interested groups to make action plans; (7) Set up a working organization; and (8) Check-up on action program.

Copies of "Good Schools Don't Just Happen!" are available from the publisher, Science Research Associates, 228 S. Wabash Avenue, Chicago 4, Illinois. Single copies are free to educators. In quantities less than 100 the price per copy is 10¢. In quantities of 100 or more the price is 5½¢ each.

babies are dying. Infant mortality has reached a low of about 32 per 1,000. The death rate among older children has also dropped. All these facts add up to a lot of children who will be flooding the schools during the years ahead, says the Quarterly Review of Pediatrics of Washington, D. C.

### Durham Superintendent Wins Honorable Mention

Superintendent W. M. Jenkins of the Durham County schools won honorable mention in Science Research Associates' Guidance Practices Work Contest.

Mr. Jenkins' prize winning article was entitled: Explaining Marks to Students During Counseling Periods. In this article he explained the benefits of the method adopted in the Durham schools whereby students have a chance to discuss their grades with the teacher each time the report card comes out. In this way the student participates in the evaluation process and gets a better idea of the factors which contribute to his grade.

### 1950-51 Directory Comes From Press

Announcement that the 1950-51 Educational Directory of North Carolina has come from the press is made by L. H. Jobe, Director Division of Publications, State Department of Public Instruction.

The Directory is available free to school administrators of the State, but a charge is made to commercial concerns. Mr. Jobe states. The price to the latter group is \$1.00 for the first copy, 10% discount for five or more copies.

### President Truman Appoints Science Foundation Board

President Truman recently appointed the 24 members of the Board who are to direct the work of the National Science Foundation created by Congress last spring.

The Foundation has been voted \$225,000 to begin its operations. The money is to be used to lay plans for research programs and to begin a Federal scholarship and fellowship program. The basic law authorizes the Foundation to spend up to \$15,000,000 a year if Congress grants the money.

### State Has Highest Teacher Load

North Carolina's teacher load, average daily attendance per teacher, is the highest at 29.8 in the United States. This figure is based on actual attendance for the school year 1947-48, latest year for which comparative statistics are available, recently issued by the U. S. Office of Education.

The average attendance per classroom teacher for the nation as a whole was 24.3 that year.

States ranking next to North Carolina in this respect are the following: California 29.2; Mississippi 29.6; Utah 28.0; Virginia 28.3; Arkansas 27.3; Maryland 27.3; and West Virginia 27.7.

States with a low average teacher load are the following: South Dakota 15.0; Nebraska 16.8; North Dakota 15.8; Montana 18.3; Kansas 18.9; Iowa 19.2; and Wyoming 19.1.



## Erwin Requests Nominations for County Board Members

Requests for the names of nominees for membership on county boards of education were made to the chairman of county boards of elections by State Superintendent Clyde A. Erwin last month.

Under the law each county board of elections chairman must certify the names of nominees to county boards of education to the State Superintendent of Public Instruction. He, in turn, also in accordance with the law, must prepare a list of all nominees and certify such names to the Chairman of Committees on Education of the House and Senate. These names are then used by the committees in the preparation of the omnibus bill appointing members of the county boards of education.

City boards are appointed in accordance with particular laws applying to each city unit as originally set up. This varies among these units, some being elected by popular vote, some by appointments of one sort or another, some by a continuation of election and appointment, and some by self-perpetuation.

## Forsyth Superintendent Gets Doctor's Degree

Ralph F. W. Brimley, Forsyth County's Superintendent of Public Schools, recently was awarded the Ph.D. degree by George Washington University.

Other superintendents who have earned doctor's degrees are L. E. Spikes of Burlington and E. H. Garinger of Charlotte.

## "Silent Siren" Recordings Are Now Available

Albums of records of "The Silent Siren" radio program which have been broadcast this fall are now available.

The set includes 39 records in seven albums. They are 12" records for 78 rpm. speed. The set sells for \$75.00 which includes a teachers guide.

These programs, spread over three hours, include some of the best information on current problems and programs in North Carolina. They can be used for instructional purposes in science, social studies, and vocational programs in grades 7-12.

A limited number of sets are available, according to Dr. R. L. Weaver, Program Director of the Resource-Use Education Commission, which has published the series. Order from the Communication Center, University of North Carolina, Chapel Hill, N. C.

## Board Approves Additional Funds for School Buildings

Funds totaling \$3,847,866.18 were approved for school buildings at the September 27 and November 2 meetings of the State Board of Education.

To date a total of \$26,447,530.62 has been approved from the \$50 million provided by the General Assembly of 1949 for a School Plant Construction, Improvement, and Repair Fund.

## Teachers Paid Contingent Salaries

A total of \$7,239,661 was paid out this month to teachers employed during 1949-50.

This delayed payment was made in accordance with Section 20½ of the 1949 Session Laws which provided for an additional amount to bring the salary schedule of teachers holding A grade certificates to a range of \$2,200 to \$3,100 and to teachers holding B and G grade certificates in the same proportion.

This payment was made contingent upon revenues and surplus of the General Fund being sufficient. It was recently decided that funds were ample to make the payments.

In accordance with this law, individual teachers received additional salaries applying to a full year's service ranging from \$139.00 to \$387.00 less Federal tax. In some few instances, principals received small amounts in additional pay.

## Temple U. Conducts 1951 Reading Institute

The Eighth Annual Reading Institute at Temple University has been announced for the week of January 29 to February 2, 1951. The theme for this year's Institute is SYSTEMATIC INSTRUCTION IN READING.

Lectures and discussions, led by well-known specialists in the field of reading instruction, are planned. The Institute program will also include demonstrations and laboratory sessions. Evaluation meetings have been planned for the purpose of appraising existing and projected reading programs in local and state school systems. Informal seminars, staff meetings and conferences with staff members will be scheduled in the Institute program.

Enrollment is limited by advanced registration. For a copy of the program and other information regarding the Institute, write to: Emmett Albert Betts, Director, The Reading Clinic, Temple University, Broad Street and Montgomery Avenue, Philadelphia 22, Pennsylvania.

## Teacher Demand Study Made by Hillman

A request to all superintendents for the number of new teachers employed this year was made last month by Dr. James E. Hillman, Director, Division of Professional Services, State Department of Public Instruction.

This request was made by Dr. Hillman as a part of the National Teacher Supply and Demand Study sponsored by the National Commission on Teacher Education and Professional Standards of the National Education Association. "New" teachers as defined by the Commission are those who are teaching this year but who did not teach anywhere in 1949-50. The information has been requested for one teacher schools, for grades 1-3, for grades 4-8, and for high schools by subjects.

## School Children Give Pennies for U.N. Fountain

Voluntary contributions, mostly in pennies, from the school children of America will be used in providing a central memorial fountain at the headquarters of the United Nations in New York City.

The Governors' wives with Mrs. Arthur B. Langlie, wife of the Governor of Washington, as Chairman, form the Committee which assumed responsibility for raising each state's quota. Mrs. Kerr Scott heads the North Carolina Committee.

State Superintendent Clyde A. Erwin endorsed the campaign to give the school children an opportunity to make contributions toward the project. Superintendents, teachers and principals helped publicize the campaign.

## T and I Coordinators Prepare Conference Report

"N. C. T and I Education" is the title of the Conference report of coordinators of trade and industrial education held at North Carolina State College August 22-25.

The report has been issued in mimeograph form by the State Department of Public Instruction, which sponsored the Conference. It includes sections on: Extra-curricular Activities of Coordinators, Records and Reports—Firm Visits to Employers and Students, Criteria for Determining Occupation, Suitable for Diversified Occupations, Public Relations, Vocational Guidance and its Place in the D. O. Program, General Related Instruction, Direct Related Study Material, and Trade and Job Analysis.

# THE ATTORNEY GENERAL RULES

## Allocation of Funds Received from Special School Tax; Authority of Local School Committee

*In reply to inquiry:* I have your letter of September 26th in which you write me as follows:

"Allow me the permission of asking your advice from a legal standpoint as to the authority the Local School Board of the \_\_\_\_\_ School District has in determining the allocation or distribution of funds received from special school tax.

"It is our opinion that the distribution of said funds be left to the discretion of the Local School Committeemen, providing that good judgment is exercised in making decisions.

"Any information relative to the above statements will be greatly appreciated".

I assume, although you did not so state, that the special tax you referred to is one authorized by the provisions of G. S. 115-362. This statute provides that the County Board of Education, with the approval of the tax levying authorities, in order to operate schools of a higher standard than that provided by state support, or to employ additional vocational teachers, or both, in any district in said county administrative unit having a school population of one thousand (1,000) or more, may supplement the funds now available to the district after the tax has been voted. G. S. 115-363 provides that funds to supplement school funds, as permitted by the above-mentioned section, shall be budgeted by filing with the tax levying authorities on forms provided by the State Board of Education the plan for expenditure of these funds. The statute provides that the tax levying authorities may approve or disapprove this supplement budget in whole or in part, and upon approval being given, the same shall be submitted to the State Board of Education, which shall have the authority to approve or disapprove any item or object contained therein. In the event of approval by the State Board of Education, the same shall be shown in detail upon the minutes of the tax levying body, and a special levy shall be made therefor, and the tax receipt shall show upon its face the purpose of the levy. From this statute you will observe the purpose for which the funds may be allocated must be in accordance with the approved budget in the manner above stated.

It is also necessary to have in mind the provisions of the resolution of the Board of County Commissioners calling for an election for the special tax. Sometimes the purposes for which the funds, produced by such a tax levy, may be spent are limited and restricted by the conditions of the submission. This may or may not be so in your case, depending upon what the resolution of the County Commissioners contained in this respect.—Attorney General, September 29, 1950.

## Compulsory School Law; Truant Officer, Necessity of Visit to Home of Absentee:

*In reply to inquiry:* You attach to your letter of September 28th, 1950, a letter from \_\_\_\_\_ Superintendent of \_\_\_\_\_ City Schools. Mr. \_\_\_\_\_

states that the \_\_\_\_\_ City Schools have employed a full-time attendance officer to provide more adequate enforcement of the Compulsory Attendance Law. Mr. \_\_\_\_\_ wants to know if a teacher or principal must make a visit to the home of an absentee before the matter is handled by the Truant Officer or can questionable cases of absentees be turned over to the Truant Officer directly so that he can handle the case as he sees fit under the general policies of the school. The question may be stated in substance as follows: Is it necessary for teachers or principals to make home visits of absentees before the Truant Officer can come into the case?

The Compulsory Attendance Laws applicable to our public school system will be found as Article 42 of Chapter 115 of the General Statutes, beginning with S-115-302. There is, of course, an old section, G. S. 115-39, which requires teachers and principals and other school officials to enforce the Compulsory School Law in accordance with the rules and regulations of the State Board of Education. This section provides that their salaries can be withheld if they fail in their duties in this respect, and it is a misdemeanor for a school official to fail to obey the law in regard to compulsory attendance.

I have gone carefully over all of these laws, including the amendments, which are contained in the 1949 Supplement to the General Statutes, and I have been unable to find any specific statutory provision that requires teachers and principals to make visits to

the homes of the absentees before the Truant Officer is brought into the case. The statute simply does not make any such requirement or condition, prior to referring a case to a Truant Officer or other whole-time compulsory attendance officer.

It is provided by G. S. 115-303 that the State Board of Education shall formulate such rules and regulations as may be necessary for the proper enforcement of the Compulsory Attendance Law. I do not have before me a copy of the regulations of the State Board of Education in this respect. I do not know if you have made a regulation that embodies such a requirement. You will be able to advise on this respect, as I can only advise upon the particular statute in question, which I have done above.—Attorney General October 13, 1950.

## Child 15 Years of Age Subject to Compulsory School Law Even Though Taking Correspondence Course:

*In reply to inquiry:* I acknowledge receipt of your letter which reads as follows:

"Please give me your opinion in regard to the compulsory State Law for a child 15 years of age who is staying out of school. The mother gives a written report to the principal that the child is taking a correspondence course through the American School, Drexel Avenue at 58th, Chicago 37, Illinois".

I have discussed this question with the State Superintendent of Public Instruction, Dr. Erwin, and he advises me that the course being taken by this child is not recognized by his office as a substitute for regular school courses. It is therefore my opinion that a child 15 years of age is subject to the State compulsory school law even though the child is taking a correspondence course through the American School, Drexel Avenue, Chicago.—Attorney General, October 13, 1950.

## North Carolina Material

Copies of a booklet NORTH CAROLINA SKETCHES AND PLACES are available from Mary Moore Allen, Goldsboro, N. C. This booklet contains material useful for eighth grade teachers or for the library. Copies can be secured from Miss Allen at 50 cents each.



## LOOKING BACK

### 5 Years Ago

N. C. Public School Bulletin, Dec. 1945  
State Supt. Clyde A. Erwin attended a joint meeting of the executive and legislative committees of the National Council of Chief State School Officers at Chicago, October 14-17.

Nathan H. Yelton, former comptroller of the State Board of Education and at one time superintendent of schools of Mitchell County, was recently elected Executive Secretary of the Teachers' and State Employees' Retirement System.

Alger B. Wilkins, former superintendent of the Cumberland County schools, died following a week's illness, at a local hospital in Fayetteville on November 14.

T. Carl Brown, after three years of absence in the military service, has returned to his former position as State Supervisor of Distributive Education, it is announced by T. E. Browne, State Director of Vocational Education for the State Department of Public Instruction.

J. Warren Smith, formerly Director of the Program of Vocational Training for War Production Workers for the State Department of Public Instruction, has been appointed Assistant Director of the Division of Vocational Education, it was announced recently by State Superintendent Clyde A. Erwin.

Carl A. Furr, superintendent of the Cabarrus County schools, has been signally honored by the president of the Department of Rural Education of the National Education Association by being asked to represent North Carolina on the South Atlantic Committee of the Department.

### 10 Years Ago

N. C. Public School Bulletin, Dec. 1940  
The twentieth annual meeting of the North Carolina College Conference was held at Durham on November 6 and 7.

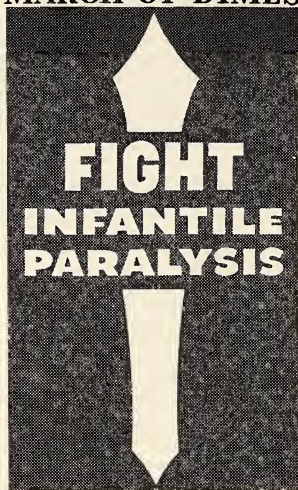
Twenty-seven administrative units, 16 county and 11 city, are now participating in the State-Aid adult education program.

The schools of Asheville and Buncombe County have just completed the first step in what is called "laying this democratic foundation" in an "Appreciate America" campaign.

White and Negro schools in Salisbury have planned interesting programs in observance of American Education Week, November 10-16.

A recommendation from State State school officials that teachers and principals be given pay increases during the biennium beginning next July was before the Advisory Budget Commission today. (November 9).

## MARCH OF DIMES



JANUARY 15 - 31

### Moore - Davis

Ruth O. Moore, Adviser in Physical Education with the School-Health Coordinating Service, resigned on September 1, following her marriage to R. Newman Davis.

Mrs. Davis is living in Charlotte, where she is employed as a teacher in the Dilworth School.

### What the 81st Congress Did

While candidates made last-minute appeals, educators looking at the record will find that the 81st Congress:

1. Killed, tabled, or ignored: General Federal aid to education, aid for school construction, aid to medical education, for school health, for college scholarships, for public library demonstrations and for labor extension education. Also killed the plan to create a Dept. of Health, Education and Security.

2. Approved \$3,000,000 to be matched by states to survey school buildings.

3. Aided 600 or more districts with children from Federal projects with \$23,000,000 for current expenses; \$46,500,000 in grants and authorization for school construction.

4. Started the National Science Foundation for training young scientists.

5. Extended social security protection to teachers in non-profit schools that want it.—Scholastic Teacher, November, 1950.

## MAKING TODAY'S NEWS

Greene County. Dr. Clyde A. Erwin, State Superintendent of Public Instruction, will make the main address at a combined meeting of the Greene County unit of the North Carolina Education Association and the Greene County Educational Advisory Organization, which will meet in the Hookerton Community Building on Tuesday evening, October 10th, at 7:30 o'clock. Snow Hill Standard—Loco-nic, October 6.

Shelby. A business industrial education program by which teachers in the city school system will be acquainted better with local business and industry was projected by directors of the Chamber of Commerce at their October session Wednesday night at the Community Center.—Shelby Star, October 5.

Moore. Dr. Abrams, associate editor of North Carolina Education, was the speaker at a meeting of the Moore County NCEA, Thursday evening at the Carthage High School.—South-ern Pines, Pilot, October 6.

Winston-Salem. The Character and Citizenship Education Committee of the city schools held its first meeting of the season yesterday and chose dependability as the character trait to be stressed this year.—Winston-Salem-Journal, October 12.

Durham. Dr. Richard Weaver, director of the North Carolina Resource-Use Education Commission, will be the guest speaker at the Durham-Orange-Alamance Resource-Use Education conference which will be held here at the James Whitte School Saturday.—Durham Sun, October 10.

Shelby. J. G. Hagaman, principal of the Shelby Senior High School was yesterday elected president of the South Piedmont District of the North Carolina Education Association in a convention at Charlotte. —Shelby Star, October 27.

Asheville. Asheville teachers paid with local funds will probably get pay increases on last year's salaries comparable with those to be received by State-paid teachers. —Asheville Citizen, November 11.

Greensboro. Approximately 350 classroom teachers — in 15 to 30 member teams—will tour 15 local industries next Wednesday to see how they operate as part of the city's economic life. —Greensboro News, November 2.

Harnett. Visual aids to education are now playing an important role in the public schools of Harnett County, according to County Superintendent C. Reid Ross, whose offices house a formidable library of these modern techniques of learning. —Greensboro News, November 5.



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1951

# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Published Monthly by the State Department of Public Instruction

January, 1951

RALEIGH, NORTH CAROLINA

Vol. XV, No. 5

## Board Has Approved 55.5% of Total Building Fund

To January 1 the State Board of Education has approved 55.5% of the \$50 million State funds provided by the General Assembly of 1949 for the construction, improvement and repair of school buildings.

Total amount approved is \$27,791,379.14. Of this total, approvals for white schools amounted to \$17,771,866.94, or 64%; approvals for Negro schools totaled \$9,723,804.11 or 35%; and approvals for Indians was \$295,708.09, or 1%.

An expenditure of \$12,953,871.49 of local funds in connection with the projects approved for State funds expenditure has also been approved by the Board. This makes a grand total approval of projects valued at \$40,745,250.63 which have been completed or which are now in the process of being constructed. This figure does not include any projects which have been or may now be in process of being constructed wholly from local funds.

## Six Schools Win Fair Prizes

Prizes of \$100 each were won by six schools at the State Fair last fall. These prizes were given for the educational exhibits which they presented at the Fair. Schools winning prizes were the following: Mooresboro, Cleveland County; Greensboro city schools; Mt. Vernon-Goodwin, Wake County; Oak Grove, Durham County; Aurora, Beaufort County; and Plymouth, Washington County.

### FEATURES

	Page
Dr. Erwin Asks Superintendents to Support School Legislation	1
Drop-outs and Absences	3
United Forces Present 1951 Legislative Program	4
U. M. T. Will Not Correct Mental and Physical Defects	5
The Attorney General Rules	15

## DR. ERWIN ASKS SUPERINTENDENTS TO SUPPORT SCHOOL LEGISLATION

At the recent annual meeting of the Division of Superintendents of the North Carolina Education Association, Dr. Clyde A. Erwin, State Superintendent, asked the superintendents to put their weight behind proposed school legislation to be presented to the 1951 General Assembly.

Five matters were discussed by Dr. Erwin as needing immediate attention. They are:

1. Modification of the law with reference to entrance age requirement, possibly changing the date from October 1 to November or December 1. The present law, he contended, has caused, a large growth in the number of private schools.

2. Need for enforcement of the compulsory attendance law. Nearly 60,000 children are out of school each day, he said; which adds problems to the classroom and results in greater juvenile delinquency.

3. Elimination of inequities in salary schedules. The General Assembly of 1949 provided increases for teachers holding A, B and G certificates. Dr. Erwin pointed out the need for commensurate increases for all school personnel.

4. Additional clerical help. He declared that the growth of the education system is putting work on superintendents and principals that should be handled by clerical personnel.

5. Purchase of school buses by the State. Under present law, school units must make the initial purchase of buses, whereas the State pays for replacement when they become necessary. The most overcrowded bus conditions in the State, according to Dr. Erwin, are those in poorer counties, those least able to finance initial purchases. This system, therefore, tends to discriminate against the poorer counties.

## British Universities Plan Summer Schools for U. S. Students

Summer schools for students from the United States and other countries will be held by three British universities this year.

The courses will be on 'Shakespeare and Elizabethan Drama' held by the University of Birmingham at Stratford-on-Avon, Shakespeare's birthplace; 'The Growth of European Civilization' held at Edinburgh University; and 'Literature, The Visual Arts and Music in Britain Today' held at the University of London.

The cost of the course, including tuition, maintenance and visits to places of historic and cultural interest, will vary from \$159.60 to \$184.80.

Intended primarily for graduate students, teachers, librarians and other qualified men and women, the courses will also be open to undergraduate students in their senior year. The courses will be credit-earning but the student must arrange this with his university authorities.

Each course will last six weeks, beginning late in June or early in July. (Stratford-on-Avon: July 7 to August 18; Edinburgh: June 25 to August 4; London: July 9 to August 17). For many veterans, this will be the last chance to attend such courses under the Servicemen's Readjustment Act (G. I. Bill of Rights).

Inquiries should be addressed either to British Information Services, 30 Rockefeller Plaza, New York 20, N. Y. or to the Institute of International Education, 2 West 45th Street, New York, N. Y. Application blanks are now available and must be completed and returned by March 18, 1951.

## *Superintendent Erwin Says . . .*

There is ample evidence on every hand that we are engaged in the business of raising another generation which will include thousands of illiterates. Under present conditions this is absolutely inexcusable, both from the point of view of society and of the individual.

You will note in an editorial in this issue that 58,814 children are absent from school each day. At least half of these absences are inexcusable and are caused by conditions which could be removed easily by an adequate compulsory attendance enforcement program. As is pointed out, we are spending more than \$100,000,000 annually on our public schools. Surely, we can afford to spend a small amount of money to see that all the children have the benefit of the schools which have been provided for them.

The State Board of Education is requesting that the General Assembly provide funds for the enforcement of our compulsory attendance laws. Through personnel provided from State funds the enforcement of compulsory school attendance would be a local responsibility, just as the operation of schools is under present laws. Local boards of education would have the same relationship to the enforcement of compulsory attendance which they have to the administration of the school program. The State would exercise only general supervision, just as it does in other aspects of public education.

Experience of Selective Service clearly indicates that the majority of those who are rejected have had an inadequate education due to a long history of poor school attendance or non-attendance. We know also that most of the delinquency cases come from this same group; and whether we like or not, we are paying the cost of compulsory attendance many times over in problems of social maladjustment among youth. The enforcement of compulsory attendance would prevent liabilities in society and provide assets in terms of better citizens who could and would make the same contributions to the advancement of our State which are made by those who have profited from public education. Surely, a State which has done so much in so many different fields cannot longer ignore the festering sore of poor school attendance in its social structure.

I hope each of you will put forth every effort within your ability to support the State Board's request for funds to enforce the compulsory attendance law.

### NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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January, 1951

Vol. XV, No. 5



CLYDE A. ERWIN  
State Supt. of Public Instruction

EDITOR  
L. H. JOBE  
Director, Division of Publications

# *Ye Editor Comments . . .*

## **DROP-OUTS AND ABSENCES**

THE public schools enrolled 864,154 pupils in 1948-49.

On the last day of school this number had been reduced to 821,262.

This means that 42,892 pupils left school, or dropped out, sometime during the year. This is 5 per cent of the total number enrolled.

Why do these pupils drop out of school? For various reasons—some legal and some illegal or without good reason. Suffice it to say that many of them might be kept in school if there were adequate personnel—attendance workers—to consult with these pupils and their parents and to help them solve the problem that caused them to withdraw from school.

In addition to these 42,892 “drop-outs”, there were on an average a total of 58,814 absences from school each day. Some of these, too, were the result of good and sufficient reasons. But many of them, we feel sure (of course, we don’t know) were without “good excuse.”

There is a definite need for further information about this phase—drop-outs and absences—of the public school program. Responsibility should be fixed at the State level with the provision for the employment of a person or persons to secure the information as to why pupils drop-out and as to why they are absent, to suggest ways and means of reducing drop-outs and absences and otherwise work with local attendance workers in securing better school attendance.

On the local level, with county and city units, provision should be made for the employment at State expense of local attendance workers. Under present law it is optional with the local unit whether such an official should be employed. As a result, 64 units have attendance workers. The remaining 108 units, in accordance with the law, must rely on the wel-

fare officers to “enforce the compulsory attendance law.” These officials, working under the direction of another agency, naturally perform those duties strictly relating to welfare as directed. Their time is not sufficient to perform all that should be done in the field of school attendance and their welfare duties also. Consequently, in many units very little or nothing is done to get at the root of the causes of non-attendance and to remedy wherever possible the situation.

We are spending over a \$100 million annually for schools (\$96 million State funds), yet in benefits to children and future good citizenship for our State we are losing the millions that we later pay in the maintenance of courts and the operation of correctional institutions and jails. (Statistics show that on an average people who break the law have a low level education.) If just a small fraction of the total appropriation devoted to schools could be applied to attendance problems, then less would be necessary to be spent later on punishment for law violations. Then, too, a better citizen would be produced, one who could secure and hold a job and who could earn his own livelihood, pay taxes and vote intelligently. The General Assembly of 1951 should authorize the expenditure of State funds for the improvement of school attendance. This area of school administration has too long been neglected.

## **REPLY TO “ANONYMOUS”**

MR. Nisbet recently presented your views of certain State “standards” which you confessed your schools were not meeting. If you were quoted correctly, it appears that you are trying to “straddle the fence.” You decry the application of standards, yet you think there should be exceptions. Everyone connected with the establishment of standards knows that there are exceptions; but most everyone also knows that when exceptions are allowed in some instances, they might well be permitted in others. In other words, political expediency and favoritism results and the children suffer the consequences. You know what we mean.



# UNITED FORCES PRESENT

## 1951 LEGISLATIVE PROGRAM

A Legislative Program for the improvement of public education has been adopted by the United Forces for Education. This Program will be presented to the 1951 General Assembly which is now in session.

The United Forces for Education comprises the following organizations: The North Carolina Education Association, the North Carolina Congress of Parents and Teachers, the State School Board Association, the Federation of Women's Clubs, the State Grange, and the North Carolina Farm Bureau. These agencies have united on a 12-point program increasing the efficiency of the public schools. These points are as follows:

1. Compulsory Attendance—Passage of an adequate compulsory attendance law and an appropriation for adequate enforcement of the compulsory attendance law.

2. Health and Education for Exceptional Children—Continuation and further expansion of the health services and health education for school children and of the program of education of exceptional children.

3. School Buses—The principle of capital outlay from State funds for the purchase of necessary school buses.

4. Teacher Load—Immediate reduction of the present teacher load of 32 students per teacher, based on average daily attendance, to 30 students per classroom unit based on average membership.

5. School Buildings—Adequate school buildings financed by the State where the present provisions of the law do not permit local financing.

6. Current Expense Items—Increased appropriation for all current expense items.

7. Sick Leave—An appropriation to provide for a sick leave period of 10 days per year, on a cumulative basis, in addition to the provision for legal absence in force prior to July 1, 1948.

8. Extended Term of Employment—(1) The teaching profession believes that needed additional services can be rendered to the school children of the State by an extension of the term of employment for both teachers and principals. (2) The teaching profession furthermore believes that any extension in the term of employment should be accompanied by an increase in salaries proportionate to the extended term granted.

9. Salaries—(1) Teachers with "A" and "G" certificates: (a) A minimum

salary of at least \$2,400 per year for beginning teachers holding "A-O" certificates; (b) Twelve increments of at least \$100 per year for teachers holding "A" certificates; (c) A minimum salary of at least \$2,900 for teachers holding "G-2" certificates; (d) Eleven increments of at least \$100 per year for teachers holding graduate certificates. (2) Proportionate increases in salaries for principals, supervisors, superintendents, members of the professional staff of the State Department of Public Instruction, and teachers in institutions of higher learning: (a) Recognition of graduate degrees in the superintendent's salary schedule and salary increments equal to the number for principals and teachers; (b) Salary increments for principals equal to the number of teachers.

10. Retirement—Endorsement of the following program proposed by the Board of Trustees of the Retirement System: (1) Supplementary Benefits for Retired Members. (a) No member who completed 20 years of creditable service before retirement shall receive less than \$40 per month; the amount to be increased by one dollar per month for each year between 20 years and 30 years of service; (b) No member who completed 30 years of creditable service before retirement shall receive less than \$50 per month. (2) Voluntary Retirement Before Age 60 after 30 Years of Service—A reduced allowance to begin immediately after retirement.

11. Clerical Aid—An appropriation to make possible adequate clerical and bookkeeping assistance for schools.

12. Re-codification of the State School Laws.

In addition to these twelve points the North Carolina Education Association has four other points which will be presented to the United Forces for consideration. They are:

1. The election of members of county and city boards of education by a vote of the people in their administrative unit, preferably in an independent election.

2. The same procedure for dismissing teachers at the close of the school year as now provided by law during the school year.

3. That the State Department of Public Instruction exert every effort possible to provide vocational agricultural and vocational home economics for every rural boy and girl who de-

## Schools Study Safety Curriculum

Onslow County, part of Gaston County, and the City of Gastonia are continuing their safety curriculum study as a follow up of the safety curriculum development project which has been in progress for the past two years.

The results of their complete studies will be used in the final shaping of a State Safety Education Curriculum Guide to be printed and available to the schools for the opening of next school year.

## Demand for Engineers is Greater

For high school students and others considering whether to enter engineering training, the profession offers very good employment prospects, as indicated in the Occupational Outlook Summary of March 8, 1950, published by the U. S. Department of Labor.

This summary, which was based on the assumption of peacetime conditions, pointed out that the engineering profession has been one of the Nation's fastest-growing occupations and will probably remain so over the long run. Defense mobilization will continue to add to the peacetime demand for engineering graduates for the next few years at least. Moreover, the number of freshmen engineering students has been declining since 1946, largely because of the drop in enrollments of veterans in U. S. colleges and universities. As a result, the number of graduates will decrease over the next several years.

According to estimates, which are based on preliminary reports of 1950 fall enrollments to the U. S. Office of Education and the American Society for enrollments to the U. S. Office of Education and the American Society for Engineering Education and which allow for the normal number of drop-outs, the number of engineering graduates in 1954 will be down to about 17,000. This is less than the number of new graduates needed each year to satisfy the average peacetime demand (as estimated in Bureau of Labor Statistics Bulletin No. 968, "Employment Outlook for Engineers"). The drop in engineering enrollments will be intensified to the extent that students may be withdrawn for military service.

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sires it and could profit from such training.

4. Support of the recommendations of the North Carolina Communications Commission.

## Boards May Defer Induction of Boys Under Age 20

The induction of boys under 20 years of age who are taking a full course of study and making satisfactory grades may be postponed until he reaches the age of 20, graduates from high school, or ceases to pursue satisfactorily a full-time course of instruction, whichever occurs first.

This information was recently furnished county and city superintendents of the State by State Superintendent Clyde A. Erwin. It was suggested by Superintendent Erwin that all principals of the high schools be provided with this information at the earliest possible moment.

"When a full-time student under 20 years of age receives his notice of induction", Supt. Erwin advised, "he should make written request for postponement to his local draft board. This written request should carry an endorsement from the superintendent of schools to the effect that the said student is under age 20 and is satisfactorily pursuing a full course of instruction".

## Do You Know That

Although 80 per cent of American youth of high school age are in school, only 50 per cent graduate?

One-half the money spent for recreation in 1940 went for movies, radio and spectator sports?

Fifty per cent of adults read only sports pages and comic strips?

Twenty per cent "don't know" when polled on any public question?

Important state contests are decided by twenty to eighty per cent of voters. School board elections are frequently decided by a handful of voters?

Fifty per cent of children born in any year quit school before high school graduation?

Ninety per cent of our youth have the ability to graduate from high school?

Fifty per cent have the ability to profit from at least two years of education beyond high school?

About one-half of the draftees of World War II had some disqualifying defect?

The most common age of persons arrested for breaking laws is 18-21?

These are facts from the booklet *Good Schools Don't Just Happen*. Single copies of the bulletin are ten cents and are obtainable from Science Research Associates, 228 S. Wabash Ave., Chicago 4, Ill.

## U. M. T. WILL NOT CORRECT MENTAL AND PHYSICAL DEFECTS

There are many strong reasons for universal military training, but the correction of the shockingly high percentage of physical and mental unfitness among American youth which President Truman in his speech before the National Guard Association called a "disgrace", is not one of them, commented George J. Hecht, publisher of *SCHOOL & COLLEGE MANAGEMENT AND PARENTS' MAGAZINE*, and chairman of The American Parents Committee.

"President Truman called attention to the fact that in recent months 50 to 60 per cent of the young men called up for physical examinations in the current draft are rejected because of mental and physical defects. He also pointed out that during the second World War 35.8 per cent of the men examined by Selective Service were rejected as physically or mentally unfit", said Mr. Hecht. "But universal military training which is planned to begin when young men reach 19 years of age, would come at too late an age to correct most of these physical and mental defects. They could be prevented or relatively easily corrected during the pre-school or school years.

"The urgent need for increased school health services is recognized by the Senate which passed a National School Health Services Bill during the 81st Congress without a dissenting vote. But this bill unfortunately has been bottled up in a committee of the House of Representatives.

"Through the U. S. Public Health Service, the federal government helps the states in controlling venereal disease and other serious illnesses. But the federal government appropriates little to aid the states in increasing their school health services. In some communities annual health examinations are given school children, but on the whole the school health services throughout the nation are most inadequate. And yet such services are recognized to be the most effective and least expensive way of detecting and correcting such physical and mental defects as are now rendering such a large per cent of young men unfit for military service.

"The Midcentury White House Conference on Children and Youth held December 3 to 7 stressed the need for increased mental health services for the nation's 50,000,000 children and young people. An adequate program of child health services, to prevent and correct physical and mental defects, is

## Committee Proposes \$4,000,000 Museum and Archives Center

Tentative plans have been prepared for the erection of a \$4,000,000 Museum and Archives Center in Raleigh. The proposed building is to house the present State Museum of Natural History, the State Art Gallery, and the Hall of History and Archives.

A committee of One Thousand is sponsoring the project. Efforts are being directed toward raising the funds by appropriation of the General Assembly and otherwise. The Committee in its brochure outlining the need for such a building points out that \$1,000,000 was appropriated in 1947 for art which might be reappropriated for the present proposed project. The building as planned would be the finest in the South, according to tentative plans as made by the committee.

## Fraternity Has Scholarships

The Delta Gamma Fraternity has a \$1,500 annual fund, and a \$2,000 revolving loan fund from which smaller scholarship awards are available to those intending to become (1) orthoptic technicians, (2) teachers of partially seeing children, or (3) specialists for blind pre-school children. Anyone wishing to specialize in one of these fields may be eligible for assistance, the amount in each case to be determined by the particular need and costs involved.

Persons wishing to enroll for training in classification (1) apply to Mrs. H. V. Draheim, 19641 Coral Gables, Route 18, Birmingham, Michigan; for classification (2) and (3) write Mrs. Thomas Johnson, 1235 Longfellow, Detroit 2, Michigan.

Applications for scholarships should be filed four months prior to the start of the desired course. Applicants with basic preparation in teaching, nursing, social work, nursery education, or related fields are eligible to apply. The scholarships are intended only for the courses directly relating to the field of sight conservation and aid to the blind.

Candidates are selected with the advice of a professional committee.

an essential in an all-out national defense effort such as this nation is now making", Mr. Hecht declared.—School and College Management,

# NEA REPORTS ON WHY FEDERAL AID LEGISLATION FAILED

Why has federal aid legislation been blocked in the last Congress and in Congresses before?

R. B. Marston, Director, NEA Legislative Federal Relations Division, recently summed up the reasons. He gave his views to a National Conference, November 13 and 14, which met to plan strategy during the coming session. Mr. Marston said:

"It is not always possible to define clearly the underlying reasons which explain the opposition of a Committee member to federal aid to education. In the main, however, major opposition can be reduced with reasonable accuracy to a small number of statements.

"1. *The Economy Bloc.* The chief cry of some members of the Committee is for reduced federal spending in many of the on-going programs now in operation. The corollary to this is that no new expenditure projects be initiated such as federal aid for general current purposes in support of the public schools. This position is strongly supported by the U. S. Chamber of Commerce, the National Association of Manufacturers, and some other groups. The Committee for Constitutional Government, Inc., the American Economic Council, and similar organizations have spent large sums of money to distribute some 82,000,000 pieces of literature over the most recent 7-year period. Large numbers of these releases have vigorously opposed the enactment of federal aid legislation.

"2. *Aid to Some or to All States.* A serious division within the House Committee on Education and Labor occurred over the question of aid to some states or to all states. This division generally followed party lines, with the majority party favoring all states. The Kearn-Morton-Werdell bill limited aid to approximately a dozen states. This issue was of importance in blocking favorable Committee action during the 81st Congress. It may come to be of greater importance in the days ahead.

"3. *Federal Control.* It is believed that the argument that federal aid means federal control of educational policy has declined in significance in recent years. It is still employed by some persons, however, as an argument of convenience. The same thing is true with respect to such arguments as (a) the federal government is deeply in debt, the states are not, therefore we

should avoid the imposition of additional federal levies; (b) the states can do the job of education alone; (c) there is always a heavy federal 'take' when taxes are levied and collected by the federal government for return to the states, and so forth.

"4. *Aid for Parochial School Pupils.* A decisive factor which frustrated favorable House Committee on Education and Labor action was the uncompromising demand for use of federal funds for auxiliary services to parochial school children. The chief exponent of this proposal was the National Catholic Welfare Conference. The most dramatic episode in relation to this issue was the attack made by Cardinal Spellman upon the positions taken by Congressman Graham A. Barden, sponsor of a straight public school bill, and Mrs. Franklin Delano Roosevelt. The position of the NCWC was vigorously supported by the then Chairman of the House Committee on Education and Labor and some House leaders closely identified in their sympathies with parochial school education."

## State Increases Participation in School Lunch Program

North Carolina has increased its participation in the National School Lunch and Food Distribution Programs, according to statistics recently released by the U. S. Department of Agriculture.

Number of schools participating in the School Lunch Program last year, 1949-50, reached an all time high of 1,295, increasing from 521 in 1943-44. Number of children participating increased from 85,004 in 1943-44 to 285,838 in 1949-50. Meals served to these children increased from 11,012,752 in 1943-44 to 51,090,000 in 1949-50.

Expenditures for food purchased locally for those schools operating lunchrooms under the National School Lunch Program increased from \$3,081,251 in 1943-44 to \$7,255,000 in 1949-50. Cash assistance from Federal Government for food under this program increased from \$752,000 in 1943-44 to \$2,836,000 in 1949-50. Including the cost of commodities furnished by U. S. Department of Agriculture, Federal assistance totaled \$5,106,000 in 1949-50, having increased from \$1,160,000 in 1943-44. This makes a grand total of \$12,361,000 expended in operating the North Carolina Program in 1949-50, or

## Board Calls for Listing on Supplementary Books

The State Board of Education, in anticipation of an adoption of textbooks for *supplementary use* in connection with the regular school program, has authorized the State Superintendent of Public Instruction to recommend books in all of the regular subject areas for both elementary and high school.

Publishers were notified of this action by the Board in a letter from Superintendent Clyde A. Erwin dated December 8, 1950.

## Pan American Union Expands Service of Cultural Interchange

To help strengthen the bonds of culture and understanding among the peoples of America, the Pan American Union has expanded its services of cultural interchange in accordance with the following purposes:

1. To supply the governments, institutions, and general public with information on education in the Americas.

2. To promote the exchange of teachers and students, in cooperation with the specialized institutions and services, and through direct contact with governments, universities, and educational agencies.

3. To sponsor and offer guidance to Latin American students in the United States, and to inform North American students about facilities and opportunities for study in Latin America.

4. To supply information and advice on the evaluation of certificates of study, diplomas, and degrees granted in the different states of the United States and in the other American countries.

5. To supply information and advice on living conditions and job opportunities for graduates of educational institutions in the different American countries.

6. To promote the fulfillment of the international conventions on the exchange of persons and to encourage the execution of bilateral and multilateral pacts on this subject.

7. To cooperate in summer courses and other activities involving the exchange of teachers and students.

8. To collect and distribute informational material intended for educators, students, and the general public.

Further information may be secured from the Division of Education, Pan American Union, Washington 6, D. C.

an average cost of about 24 cents a meal.



## The Child Develops (According to Dr. Gessell)

Here are some of the stages of development from 5 to 10 years in the life of a child, according to Dr. Arnold Gessell, child expert:

5 years—Conservative, "consolidating his gains".

6 years—"Has some atomic characteristics—makes thrusts in different directions". He has trouble adjusting his personal relations with his family and his teachers.

7 years—"The eraser age—rubbing out and doing better—He may even slip the eraser into his pocket and then you've got an ethical problem".

8 years—"A catalog from the mail order house becomes a magic carpet".

9 years—New interest in skills and ideals.

10 years—Reads the headlines and "if he is growing up in an alert family, those headlines will be discussed". Read for hero worship—Edpress News-letter.

## Reading Service Publishes Catalog of Recordings

To meet the increasing need for a service that will aid teachers in the selection and purchase of phonograph records for classroom use, the Children's Reading Service has just published an ANNOTATED LIST OF PHONOGRAPH RECORDS.

This new catalog, edited by Dr. Warren S. Freeman, Dean of the College of Music of Boston University, presents about 500 carefully chosen recordings from many record companies, arranged by subject areas and grade groups. Recordings are listed not only for music, but also for language arts, science and social studies.

Each listing in the catalog includes the title, composer, recording artist, available speeds (33, 45, 78 rpm.), the price for each speed, the size, whether or not it is unbreakable, and a description.

To assist teachers in securing the records of their choice, the Children's Reading Service has set up a central ordering service whereby any record, whether or not it is listed in the catalog, will be supplied at the best possible school discounts.

Copies of the new catalog may be obtained by sending your request, with 10¢ in stamps or coin to cover postage and handling charges, to Children's Reading Service, 106 Beckman Street, New York 7, New York.

## QUIZ KIDS OPEN 1951 "BEST TEACHER CONTEST"

The Quiz Kids start the New Year searching for America's top teachers, as they open their sixth annual "Best Teacher Contest".

The famous contest—which once again will find the nation's *two* teachers who are doing the best job—was officially launched on the Quiz Kids radio program Sunday, January 7, and will run through February 11.

Two prize-winning teachers will be accorded national honor in the 1951 Quiz Kids "Best Teacher Contest": the "Best Teacher of 1951", who will receive a cash prize of \$2,000, an appearance on the Quiz Kids program, and a week's entertainment in Chicago with all expenses paid; and the "Most Promising Teacher of 1951", a younger person, who will be awarded \$2,000 to be used for graduate study.

All elementary and high school students are invited to write letters on the subject, "*The Teacher Who Has Helped Me Most*". The letters will be judged by a group of eminent educators, who will evaluate the qualification of the teachers nominated, and conduct personal investigations among the finalists to determine the top-winning teachers.

The two students writing the letters nominating the winning teachers will each be awarded a \$1,000 U. S. Security bond first prize. \$10.00 in cash will go for each of the next 50 best letters. 500 more winning students will each receive an honor certificate and a Quiz Kid pin, making them honorary Quiz Kids.

1. Any student now in elementary or high school may nominate any teacher he or she now has, or has ever had, providing that teacher is still teaching.

2. His letter on the subject, "*The Teacher Who Has Helped Me Most*", may be of any length, and must contain his name, age, grade, school, and home address, as well as the name and school of the teacher nominated.

3. Letters will be judged on the student's ability to tell honestly and clearly how some particular teacher has helped him, and the importance of that help. What he says is more important than how he says it. All students have an equal chance regardless of grade in school.

4. Letters must be written without assistance of teachers or parents.

5. Entries should be addressed to Quiz Kids "Best Teacher Contest", P. O. Box Y, Chicago 77, Illinois.

6. The contest opened Sunday, January 7, and closes at midnight, Febru-

## "Sometimes I Think I'll Quit"

Sometimes I think I'll quit teaching. I get sick of being asked questions, tired of teachers' meetings, fed up with living on a budget. Then something happens that makes me know I never shall.

Like the day Midge Maddy found out she could read. She'd tried and tried, and I was worn out trying to help her. Their one day the words seemed to fit together with sense. She smiled and said, "I can read". The look in her eyes said what she felt.

Or the day of the party when that ragged Bates boy said to me "Gee, that's the most fun I've had since last summer when I went to Grandma's". Everyone in town knows the Bateses don't get along. Sometimes I know Bud hates to go home after school.

Sometimes I think I'll quit teaching and get a job where there's less responsibility, nothing to do after five o'clock and fewer people to please. But then I remember:

The time Millie Kibb's mother came in and thanked me for helping Millie get over being ashamed because her father is a junkman. "I sure depend on you to help me", she said.

And when Pete Carver came to see me the very afternoon his water color won first place in the art contest and he was awarded a scholarship to the institute. He told me, "I first got interested in art that spring our class spent sketching over by the park and you put my sketch on the bulletin board in the corridor".

Sometimes I think I'll quit. But Midge and Bud and Millie and Pete tumble through my thoughts and I know that they need somebody to help them to grow, to jump over the tough spots, to develop a set of values that fit, to realize their potentialities, and to enjoy themselves while they are at it.

When I think of these things, I know how much I'd miss if I quit, and I know I like teaching better than anything else I could possibly do.—Glen O. Blough, U. S. Office of Education.

ary 11, 1951. All entries must be postmarked before that hour.

The annual Quiz Kids "Best Teacher Contest" has the approval of the national contest committee of the National Association of Secondary School Principals, a department of the National Education Association.

# PUBLIC SCHOOLS INCREASE GUIDANCE SERVICES

## 562 Have Counselors

North Carolina public schools have increased the provisions for guidance services since the inauguration of the program July 1, 1939 on the State level with the employment of a State Supervisor of Occupational Information and Guidance. There were 562 high schools in 1949-50 with 867 persons who gave some scheduled time to counseling.

The promotion and supervision of guidance services among the schools is a part of the State's program of vocational education. Federal and State funds are used to support the program on the State level. No remuneration is made to the local units in the development of guidance services, as is the practice in the case of other phases of the vocational education program. Nor does this service apply to a particular or special group of students.

## The Program

The guidance program comprises a set of resource services aimed at facilitating the school's attempt to achieve the purposes of education and which meet the special needs of individual pupils not otherwise provided. They include: (1) individual inventory, (2) occupational and educational information, (3) counseling, (4) follow-up and placement, and (5) research and evaluation. These services are of direct assistance to the pupil, teacher and administrator.

Guidance services are intended to apply to the whole school system with a different emphasis at different levels.

At the elementary school level these distinct services are not clearly defined, because the whole emphasis in the elementary school is upon child development and adjustment. This means that in the elementary school the regular teacher must assume the chief responsibility for the guidance of the child.

7. Conduct, in cooperation with local authorities, group conferences for the purpose of improving local programs of guidance.

8. Answer by correspondence requests from schools and other interested agencies for sources of occupational and guidance information.

## Progress

North Carolina has made noticeable progress in providing guidance services since the promotion of the program began.

During the first two years a State cumulative record form was developed and installed in a number of schools, a survey of guidance practices then existing in the public schools was made, bulletins and guidance materials were distributed, experimental guidance programs were conducted, and educational meetings and conferences were held.

During the second two years of the program, promotional activities were continued, and in addition, an attempt was made to measure the extent to which the program had been inaugurated locally.

This program of promotion has been continued. Emphasis for the past two years has been placed on developing more adequate counseling services. This has involved surveying the schools which provide counseling services, surveying the duties and training of counselors, and furnishing guidance training by the colleges of the State.

A survey was made to determine the handicaps to adequate counseling service. Counselors were asked to list handicapping factors and principals were asked to list what they considered handicaps in preventing adequate counseling service in their respective schools.

100

for counseling" seems to be the greatest handicap in rendering counseling services.

Table V shows what the principals reported as the chief handicaps of the program. Of the 565 principals who made reports, 382 specified "time" as the greatest handicap to the provision of adequate counseling services; 195 said trained personnel was the chief obstacle; and 119 reported "space" as a handicap. "Materials" was listed by only 42 of the 565 principals as a major handicap to providing counseling services; 119 principals indicated that "time" was a handicap, and 69 reported that "space" was a handicap. For the reasons why counseling services could not be provided.

## Guidance Training in Colleges

A significant factor in the development of more and better guidance services in the schools is the increase in guidance training in the colleges of the State. In 1945 summer offerings in guidance by the colleges of the State

### I. PERCENTAGE OF HIGH SCHOOLS INDICATING PROVISIONS FOR GUIDANCE SERVICES

	'41	'42	'43	'44	'45	'46	'47	'48	'49
1. Cumulative Record .....	58.8	63.6	74.3	77.2	80.0	80.2	80.5	80.5	80.5
2. File for Occupational Information .....	38.4	46.8	49.2	45.3	50.0	53.3	61.0	74.0	74.0
3. Information Training .....	35.2	31.0	31.0	33.0	33.0	34.0	37.0	38.5	38.5
4. Individual Counseling .....	52.3	62.3	74.3	75.3	75.4	69.1	50.2	50.8	50.8
5. Placement .....	49.4	55.4	55.4	52.8	67.0	36.5	40.4	39.1	40.4
6. Follow-Up .....	38.4	38.0	41.2	37.1	39.0	41.2	40.3	44.6	44.6

## II. NUMBER OF SCHOOLS THAT HAVE COUNSELING SERVICES, 1949-50

Administrative Units	No. H.S. Reporting	No. H.S. Reporting Counselors	Per Cent Reporting
COUNTY			

THE UNIVERSITY OF CHICAGO

[illegible]

whenever desirable characteristics that are peculiar to him, and make whatever adjustments that are needed to become a happy and self-directed citizen.

In the high school there is continued emphasis on the development and adjustment of the individual just as in the elementary school, but at this level guidance services become more definite as students face educational and vocational choices and plans. They must have specific information and counseling relating to selection of courses, further training, employment, and personal adjustment in many types, because of the specific type of individual need and the special training which is becoming dealing with these problems it becomes necessary to provide well trained counselors to assist pupils with problems which the average teacher is not prepared to meet.

#### State Services

Some of the more specific services rendered by the State office are the following: One and distribute special bulletins dealing with various phases of study and literature or studies in different fields, and surveys in the field of occupational information and guidance.

2. Aid in initiating a guidance program in schools previously doing little work in this field.

3. Assist in evaluating the program in schools already doing considerable guidance work, and offer suggestions for expansion.

4. Meet upon invitation with educational or civic groups for the purpose of discussing general problems and phases of guidance.

5. Cooperate with other agencies interested in the broad aspects of various youth problems, such as the State and National Vocational Guidance Association, the Occupational Information and Guidance Service in the U. S. Office of Education, and the North Carolina Education Association.

6. Promote the training of teacher counselors in occupational information and guidance, and advise with teacher trainers on all matters pertaining to the improvement of the program in the State.

for guidance services by years from 1941-42 to 1948-49. As this table shows there has been some increase and place service except counseling and placement. Fluctuation in these two items are due to more specific interpretations and explanations as called for on the principal's report. Figures on counseling are for all schools that checked and reported all schools that checked and reported they provided individual counseling whereas figures for the last two years included only those schools that designated counselors *with time scheduled for counseling*. Likewise, figures in placement tend to decrease as questions concerning placement become more specific.

These figures represent only a quantitative achievement. No attempt has been made to measure the quality of these services. The table, therefore simply shows progress.

Table II is a little more specific in that it shows, for 1949-50, the number of high schools reporting (approximately all), the number and percentage reporting counselors, and the number not reporting. This table indicates the type of high school (county or city, white or Negro) in which counselors are employed. The fact that 60 per cent or 562 of the public high schools have counselors is significant. A larger proportion of city schools, both white and Negro, have counselors than do city schools. By race, the division is 442 white and 120 Negro schools.

Table III shows the distribution of the 867 counselors, and shows that more than three times as many have been reported in the 562 white schools. As this table shows, 454 county schools (359 white and 95 Negro) have 682 counselors; and 128 city schools (83 white and 45 Negro) have 215 counselors.

Of the 867 counselors employed, 814 have scheduled time for counseling. And of the 814 with scheduled time for counseling, 251 are principals and 583 are teachers or other employed personnel. A larger proportion of county principals have counseling duties than city principals.

Table IV gives the results of 77 counselors' report on handicaps for the year 1949-50. "Lack of scheduled time

III DISTRIBUTION OF COUNSELORS AMONG 562 HIGH SCHOOLS IN NORTH CAROLINA, 1949-50									
Administrative Units	No. H.S.	No. Counselors	Counselors With Scheduled Time						
			Total	Principal	Other	%			
COUNTY									
White	359	527	491	166	34	325	66		
Negro	75	125	123	29	24	94	76		
Total	434	652	614	195	32	419	68		
CITY									
White	83	140	128	26	20	102	80		
Negro	45	75	72	10	14	62	86		
Total	128	215	200	36	18	164	82		
GRAND TOTAL	562	867	814	231	28	583	71		

IV. COUNSELOR'S REPORT ON HANDICAPS, 1949-50									
No. Reported	77								
Lack of Scheduled Time for Counseling	13								
Extra Duties Imposed on Counselor	13								
Lack of Available Space for Counseling	16								
Lack of Materials	9								
Lack of Understanding on Part of Administrator and Teachers	19								
Lack of Training of Counselor	13								
Teacher Load	7								

### IV. COUNSELOR'S REPORT ON HANDICAPS, 1949-50

No. Reported	77
Lack of Scheduled Time for Counseling	58
Extra Duties Imposed on Counselor	13
Lack of Available Space for Counseling	16
Lack of Materials	9
Lack of Understanding on Part of Administrator and Teachers	13
Lack of Training of Counselor	13
Teacher Load	7

### V. PRINCIPALS' REPORT ON HANDICAPS, 1949-50

Administrative Units	No. H.S. Handicaps	Handicaps					Materials	Other
		Personnel Shortage	Trained	Time	Space			
COUNTY								
White	359	68	137	268	73	31	36	
Negro	94	22	26	36	27	5	12	
Total	453	90	163	304	100	36	48	
CITY								
White	64	10	15	36	11	2	12	
Negro	48	11	17	22	8	4	9	
Total	112	21	32	58	19	6	21	
GRAND TOTAL	565	111	195	362	119	42	69	

### VI. GUIDANCE TRAINING IN COLLEGES

Year	No. Colleges Offering Training	No. Courses	No. Enrolled
1945	9	12	Not reported
1948	13	10	540
1950	12	20	1,488

## III DISTRIBUTION OF COUNSELORS AMONG 562 HIGH SCHOOLS IN NORTH CAROLINA, 1949-50

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Teacher Load	7								



# PURDUE POLLS AMERICAN YOUTH

What are the views, wants and needs of teen-agers?

Purdue University in its *Purdue Opinion Panel* attempts to answer this general question in a survey conducted thrice yearly among 15,000 pupils in high schools all over the nation.

An analysis of responses from a sample of about 3,000 pupils of a recently conducted *Panel* discloses some interesting results, which were presented in an article by Drs. Harold Porter and Arthur J. Duercher in *Tech Training*, published by the American Technical Society.

With the permission of the authors, the following is reproduced:

## DO YOUNG PEOPLE LIKE SCHOOL

"One mark of a good educational system is a satisfied group of pupils. Nevertheless, cartoon comic strips and the radio persist in giving the general impression that young people do not like to go to school.

"Judging from the results of the survey, this is a myth probably surviving from the days when bad schools, poor teachers, and corporal punishment made the educational process a not very pleasant experience. Actually four out of five pupils say they like school. These results hold true for both sexes, 9th through 12th grades, for pupils of all geographical regions.

"*Taking everything into consideration do you or do you not like school?*

	Do	Uncertain	Do Not

1946 Survey.....	76%	9%	15%
1948 Survey.....	79%	14%	7%

"In the spring of 1949, when school problems in general were investigated by the Purdue Opinion Panel, it was found that 9 per cent of high-school youth hated school and 6 per cent wanted to quit school immediately. These figures compare very closely with the results of the above earlier surveys. As to the reasons for disliking school, 10 per cent revealed that they disliked their courses.

## MORE WORK EXPERIENCE?

"*What are some of the things high school pupils want but are not getting in their school programs?*

"35 per cent want courses not offered in their school.

"29 per cent want more vocational courses.

"49 per cent would like to get some practical work experience.

"Boys particularly doubt the value of the things they study. About half of them say they would like to get some practical work experience.

"As young people advance from the 9th through the 12th grade, an increasing number of students indicate they want to take courses not offered in their school. More of the seniors express a desire for vocational courses and for an opportunity to get practical work experience.

"Rural youngsters feel the pinch of a restricted curriculum more than do their city cousins. They want more vocational courses and other courses not offered in their school. A higher proportion of our rural youth dislike their courses.

"For a number of years educators have realized that the school facilities and curriculum were not adequately meeting the needs of a changing world. Some educators advocated a co-operative work-study program and others the diversified vocational education.

"Prosser's resolution prompted the Life-Adjustment Program for high-school youth. The prime purpose of all these programs is to give youth work experience and training necessary to prepare him for employment and adulthood.

"Considerable correspondence is found between these educational trends and the views of high school youth. *Should work experience be a part of the regular schooling required of all pupils regardless of the type of study being taken?*

"High school pupils are about evenly split on this question, despite the findings (as we shall see) that only about one-fourth expect to go on to college.

The National Opinion Research Center, in August, 1944, reported the answers to the following question, which was put to a representative sample of adults the country over:

"*What do you think is the most important thing for children to get from their education in school?*

"Nearly one-half replied, 'Training in character and citizenship'. About one-third replied, 'Training in the three R's'. About one-fourth replied, 'Training for earning a living'.

"On the basis of these replies the editors of the *Panel* formulated three separate questions to ask its high school pupils. No basis exists for a strict comparison of the adult and pupil responses to this general question; it was, however, possible to rank the replies of the representative samples of pupils:

"85 per cent believed chief emphasis should be placed on training in character and citizenship.

"78 per cent believed chief emphasis should be placed on training for earning a living.

"68 per cent believed chief emphasis should be placed on training in the three R's'.

"It may be tentatively concluded that adults and high school pupils both agree where chief emphasis in educating youth should be placed—training for character and citizenship'.

## NEED FOR COUNSELING AND TESTING

"At the end of every semester and, in fact, during every semester, students leave school to work. These students are usually immature, unskilled in any kind of work, and lack purpose in their quest for employment. Industry by and large does not want them.

"Other high school pupils, while planning to graduate from high school, but not planning to go on to college, are greatly concerned over the problems of selecting a vocation and finding their first job after graduation.

"In 1949 editors of the *Panel* prompted pupils to state their problems and needs regarding school.

"47 per cent asked, 'What shall I do after graduation?'

"42 per cent wanted to find the answer to the question, 'What are my real interests?'

"43 per cent asked, 'What career should I pursue?'

"25 per cent said they needed advice in choosing courses'.

## Where in the World Would You Like a Friend?

The International Friendship League, Inc., 40 Mount Vernon Street, Boston 8, Massachusetts, has more than 150,000 letters from 67 different countries requesting that they be put in personal correspondence with students in America.

To become a member of the Friendship League a student needs to give his name, month, day, and year of birth, address, school and grade, church, hobbies, and his parents' name and occupation. The application together with a 50¢ membership fee, should be sent to the League.

Correspondents will be selected who seem to match the students' interests, and their names submitted as prospective pen pals. If special countries are preferred, the request should be made when applying for membership. If the student can write in other than English that fact should be made known. By using Air Mail your letters will be delivered almost any place in the world with remarkable speed.

## Civil Rights in U. S. Fall Short of Standards

Civil rights in the United States fall somewhat, but not seriously, short of the standards outlined in the Universal Declaration of Human Rights. Such is the conclusion of Roger Baldwin, 1950 One World Award winner, in a twenty-cent pamphlet, **HUMAN RIGHTS—WORLD DECLARATION AND AMERICAN PRACTICE**, released recently by the Public Affairs Committee, nonprofit, educational organization at 22 East 38th Street, New York City.

"To promote the educational uses of the Declaration", suggests Mr. Baldwin, who was for thirty years the director of the American Civil Liberties Union, "studies should be made in every country professing democracy to show how far its own law and practices measure up to the obviously advanced standards set forth in the Declaration".

Commenting on the present U. N. discussion on the Covenant of Human Rights, which aims to put the principles of the declaration into a binding pact, Mr. Baldwin asserts that "the guarantee of human rights on an international scale would be without force unless persons could appeal to an international authority after they had, as the lawyers say, exhausted their remedies in their own countries".

Mr. Baldwin sets forth four suggestions for making the international enforcement of human rights more effective:

1. Judicial review by an international court, acting on complaint of private associations, groups, or individuals, as well as governments.

2. Protective devices to aid in the enforcement of human rights, both through machinery in the United Nations and civil rights agencies in the prosecuting branches of the national governments.

3. Alert private nongovernmental agencies, acting on behalf of those whose rights are violated, both in the international field and nationally.

4. A special Human Rights Commission with independent power to investigate and enforce.

"The development of such international authority on democratic foundations would obviously contribute greatly to the decline of police states", concludes Mr. Baldwin. "An enforceable system of rights, even if confined to a few signatory countries as a beginning, would, as it worked, spread widely".

## CERTAIN MYTHS MUST BE DISPELLED

The myth that the English teacher can have superimposed upon a normal teaching load a multiplicity of extra-curricular activities without enfeebling classroom effectiveness;

The myth that teaching hours in a school can be equalized without penalizing particularly the teacher and the student of English;

The myth that the infallible criterion of successful education is that of "pleasurable activity";

The myth that the strength of a school system is to be measured by the physical plant or by athletic victories;

The myth that high school will continue to represent terminal education for the majority of its students;

The myth that there is no special obligation to provide the ample curriculum, superior instruction, and small classes demanded for adequate college preparation;

The myth that the teacher, as a public servant, can perform adequately when under the economic pressures of inadequate salaries;

The myth that differentials are justifiable in the salaries between men and women of equal qualifications for the same teaching positions.

Such are the myths challenging the courage of administrators, school boards, and the American public.—Albert R. Thayer, Bowdoin College, in "The Maine Teachers' Digest".

## Supt. Erwin Heads Religious Body

State Superintendent Clyde A. Erwin was elected State Chairman of the National Conference of Christians and Jews at its annual meeting November 30 at Greensboro.

The meeting made plans for the State Observance of Brotherhood Week, February 18-25.

## McGrath Urges Television Channels for Education

Appearing before the Federal Communications Commission on November 27, U. S. Commissioner Earl J. McGrath urged that channels in television broadcasting be set aside for education.

Two recommendations were made to the Commission by Commissioner McGrath in behalf of education: (1) that for the immediate situation, the Commission, in making all future assignments in the Very High Frequency Band, save at least one locally available and usable television broadcast frequency in each broadcast area for assignment, exclusively, to educational stations applicants; and (2) that an adequate number of channels in the Ultra High Frequency Band be set aside for assignment to educational stations against the day when broadcasting in that band begins.

Commissioner McGrath based his plea for television channels for education on safeguarding the public interest and in furthering the cause of public education which depend upon communication for their freedom.

## Second School Planning Institute Held

The second Institute of School Planning, sponsored jointly by the State Department of Public Instruction and the State College School of Design, was held December 11-12 at State College, Raleigh.

Featured participants in the two-day program were the following: William Caudill of Texas Agricultural and Mechanical College, and Alonzo Harriman of Auburn, Maine, who were so popular as conference speakers at the first Institute. This year's conference participants also included Douglas Haskell, editor of Architectural Forum, and John Lyon Reid, outstanding school architect from California.

In addition to these out-of-state speakers, a number of North Carolinians, including members of the staff of the State Department and the School of Design participated in the conference.

## Sales Executives Sponsors "Selling As a Career" Contest

National Sales Executives is sponsoring a "Selling As a Career" Essay Contest. It is open to every high school student.

The purpose of the National Sales Executives is the maintenance of a high code of ethical practice in the selling profession.

This contest is approved by the National Association of Secondary School Principals. Rules and other information may be secured from National Sales Executives, 49th St. and Lexington Ave., New York, 17, N. Y.

# DISADVANTAGES VS. ADVANTAGES OF ONE-TEACHER SCHOOLS

Mrs. Mildred Salter Lawrence teaches in a one-teacher school in Carteret County.

In a recent interview with a representative of the Raleigh News and Observer, Mrs. Lawrence lists the advantages and disadvantages of a one-teacher school. She has taught in larger schools also.

The following are disadvantages of a one-teacher school, according to Mrs. Lawrence:

"The school day has to be divided between six, seven, or eight classes, making class periods of about ten minutes length imperative. There is never time enough to get through a day's work, in spite of all possible combinations. Many things have to be done 'after school'.

"Pupils trying to do seat work are disturbed by classes of another group.

"Children in classes of one or two lack a sense of competition which often hampers progress.

"If a mistake is made, everyone notices and the person in fault knows his 'folks' will hear the news sooner or later.

"No lunch room is possible in most rural schools.

"If some parent takes no part in school activities the son or daughter is often told about it by some other student.

"Outdoor toilets and pitcher pumps are often unsanitary.

"Lighting is usually inadequate.

"Children have to help clean, get their own kindling, bring in coal, remove ashes, etc.

"If there is a discipline problem in the form of an unruly pupil, smaller children and the slow learner may pick such a person as an ideal and follow him, and this creates more discipline problems.

"The teacher has to enter a school-room chilled to the core in winter and build her own fires.

"She has to be a janitor and help with cleaning.

"If she does her job half well, she must spend every evening with lesson plans, hectographs, papers, ideas for art classes, and reports. She has monthly and yearly reports for each grade, plus principal's reports.

"She has to spend much more time in selecting her program materials because of such a heterogeneous group. Then she needs an overdose of Job's

patience while practicing a group ranging in ages from six to sixteen.

"She is on active duty from the time she arrives in the morning until the moment she leaves in the afternoon. She can never relax!

"She has to spend a large sum of her own money on reference books and other materials, for she has no library or other source from which she may borrow.

"The older children do not number enough for any kind of teams. As a result they often play too roughly with the younger ones and create discipline problems for the teacher to handle.

"In case of an accident to a child or the teacher, school has to be dismissed. There is no one to carry on in the teacher's absence.

"Social life for a teacher is practically lacking. Not only is all her time used, but there is little to do in the rural community".

Advantages listed by Mrs. Lawrence are as follows:

"The children can walk or ride bikes to school in a few minutes, instead of riding more than 50 miles daily.

"The slow child can be given individual attention.

"The timid child knows all of his schoolmates and is thus not more embarrassed by strangers.

"The teacher can know every one in the community. This is a help in studying the child's reactions, in finding helps for the child, in building a better school spirit.

"The school is near enough to every interested parent to visit, to attend PTA meetings, to talk over any problems with a teacher.

"Some children learn by listening to classes of other children.

"The number of children in most one-teacher schools is so small that each child can be treated as an individual rather than as a cog in a big machine.

"Some more advance pupils often help the less advanced ones.

"When a program is given, every child can be made to feel important by having a part. He is given more incentive to do his job well by knowing his relatives and friends will be present to praise him.

"The teacher is her own boss so far as the methods she uses are concerned. She has a clear field for experimenting.

"She doesn't have to stop a class before it's finished because of a bell. There are no bells.

## Scouts Develop Good Manners Booklet

A new pamphlet entitled "Your Ticket to Popularity—Good Manners" has been developed by the boy and girl scout organizations.

This 45-page pamphlet provides information needed by teen-agers for social behavior in their every day and party living. It is humorously illustrated by a popular artist. The booklet sells for 10¢ per copy, and is available from either the Girl Scouts or the Boy Scouts.

## Other Countries Make Educational News

**Argentina.** The Ministry of Education, in continuance of its efforts to extend cultural activities, has organized a "culture train" which is circulating throughout the country, and thus helping to bring art and culture to the remote districts.

**Bolivia.** An agreement has been signed between the Bolivian government and the Director-General of Unesco, making provision for a commission of experts to visit Bolivia to examine the situation and to draw up a working plan for eliminating illiteracy among adults.

**Canada.** Canadian Education Week was inaugurated by The Canadian Teachers' Federation in 1935.

**Ceylon.** In accordance with a government decision, religious education is to be promoted in schools.

**India.** An agreement under the Fulbright Act was signed on 2nd February, 1950, by Pandit Nehru for India and Ambassador L. W. Henderson for the U. S. A., whereby funds realized from the sale of American wartime surplus property in India would be made available for educational exchange purposes.

**Roumania.** In connection with the educational reform of 1948, 405,000 persons learned to read during the year 1949.

**U. S. S. R.** In 1947 there were 684 training schools in the U. S. S. R., as well as 196 teachers' Institutes and 120 pedagogical institutes.

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"In knowing every parent and the background of every child, she can do a much better job of dealing with the child. This applies to a child's physical as well as mental health. In discipline, a knowledge of a child's home life is imperative if the teacher is to judge correctly. If a teacher knows the child's background, she can better understand his mental weaknesses or strong points".



## Buses Travel 40,825,000 Miles

North Carolina's 6,130 school buses will travel 40,825,000 miles this school year, according to C. C. Brown, Director of Transportation, State Board of Education.

Each bus averages 37 miles a day or 6,060 miles a year. The total 6,130 buses transport 408,000 students who live 1½ miles or more from school.

## Rural Schools Featured in New March of Time Film

The March of Time has released through its distributors 20th Century-Fox, a dramatic, up-to-date report on the rural school situation—SCHOOLS MARCH ON!

The film points out that today, as never before, the people of the U. S. stand in need of knowledge and understanding. With half the world already under the yoke of communism, those nations still remaining free look hopefully to this country in the struggle to keep themselves free. Our assurance that the U. S. will remain strong depends upon the younger generation—the 26,000,000 children now in school—who must be well prepared for the years ahead.

SCHOOLS MARCH ON! present as a vivid story of public school consolidation in Woodford County, Illinois. When the State Legislature at Springfield in 1947 authorized the creation of community unit school districts, to be determined by practical considerations, a citizen's committee met in Eureka, Woodford County seat, to make plans for "District 140". After arrangements for consolidation were finally established, a Citizens' Education Council was founded to advise the Board on matters of finance, selection of textbooks and teaching materials, school transportation, health supervision, nutritious lunches, visual education in the form of slide films and movies, etc.

This film presents advances in educational techniques and facilities in other parts of the United States. The audience should leave the theatre with the realization, however, that Americans cannot afford to relax their efforts to improve the nation's public schools—to lift even higher educational standards for the youth of the entire country.

Information concerning distribution of this release may be obtained from Marjorie Harker, Publicity Director for The March of Time, 369 Lexington Avenue, New York 17.

## Musts of Mature Education

What would you say are the "musts" of a mature education to prepare you for effective living in modern times?

Dr. Robert W. McEwen, President of Hamilton College, and Dr. Boyd C. Patterson, President of Washington and Jefferson College, have attempted to answer this question in a six-point program. Aided by distinguished advisors, they studied the problem for five years before reaching their conclusions. Interpolations are by E. Everett Clark, Massachusetts Department of Education.

1. *Know your English language; know how to read, write, and speak it effectively and accurately.* With this, we think, no one will care to quarrel. The better our English, the richer our lives and the better our chances, incidentally, of getting a good job.

2. *Know one foreign language.* In a shrinking world to know at least one of our neighbors' languages seems a very sensible idea.

3. *Understand the nature of reasoning.* If we will take the trouble to learn the rules that make for sound reasoning, our own opinions will take on clarity and weight.

4. *Acquire the ability to enjoy and understand the creative arts.* Note the phrase, *ability to enjoy*. We must work to enjoy the best things in life; riches like that do not just fall into our laps.

5. *Know the inter-relation of yourself as an individual and the society in which you live.* In other words, learn that there is no such thing as individual freedom without responsible teamwork.

6. *Know the bases of moral judgments.* This in plain terms means: Learn to distinguish right from wrong, good from evil, truth from falsehood, and beauty from ugliness. In brief, learn what makes man civilized.

## 10 Largest Institutions

The 10 institutions of higher learning with the largest enrollments are: New York University, 46,357; University of California, 39,492; The City College of New York, 33,203; Columbia University, 27,636; University of Illinois, 22,250; University of Minnesota, 22,080; Indiana University, 21,125; Ohio State University, 20,378; Northwestern University, 20,128; and Wayne University, 19,307. These enrollments include evening students as well as full-time day students.

## Election Makes Changes In Chief State School Officers

As a result of the November elections there have been changes in chief school officers in several of the states.

In Indiana Wilbur Young, Dearborn County Superintendent, will take office on March 15.

Freeman B. Decker is the new Superintendent of Public Instruction of Nebraska.

Nevada's new Superintendent of Public Instruction is Glenn Duncan.

The following chief state school officers were reelected to their respective positions:

Adel F. Throckmorton of Kansas, Vernon L. Nickell of Illinois, Jesse M. Parker of Iowa, Jesse T. Anderson of South Carolina, Altior B. Jones of Idaho, and G. B. Nordrum of North Dakota.

## Iran Wants U. S. Teachers

There is need in Iran for ten specialists and teachers for the administration of the elementary teacher training institutions, it is announced by J. Harold Goldthorpe, Division of International Educational Relations, U. S. Office of Education.

According to Mr. Goldthorpe, the following conditions obtain for these positions:

1. Duration: 3 year contracts.  
2. Salary: \$666.00 per month (20,000 rials) one-half of which will be paid in rials.

3. The teachers, preferably male, should not be over 50 years of age and not less than 35.

4. They must have ten or more years experience.

5. They shall live in Iranian cities such as: Meshad, Shiraz, Tabriz, Rezaieh, Teheran, Isphahan, Kirman, Kirmanshah, Arak, Ahwaz.

6. Each teacher shall be provided two rooms for lodging.

7. Each teacher will be provided round-trip travel by the Iranian Government.

8. Each teacher will receive a month paid vacation, yearly.

9. No allowances will be made for dependents of married teachers.

10. The teachers selected could leave for Iran in March or April 1951.

11. One of the teachers selected should have experience in librarianship.

12. Interested candidates may receive further information and application forms by writing to the Division of International Educational Relations, Office of Education, Federal Security Agency, Washington 25, D. C.

## Department Issues

### Mathematics Bulletin

"Mathematics" is the title of the latest course of study bulletin issued by the State Department of Public Instruction.

Bound in a green cover with lettering and design in black, the 72-page document fills a long felt need in its field. This is the first publication of its kind which the Department has issued under separate cover, according to L. H. Jobe, Director of the Division of Publications. The bulletin includes revised material originally printed in the Twelve-Year Program published in 1942 as well as some new material. It includes a number of illustrations taken from actual classroom situations.

Copies of the bulletins have been sent to all superintendents for distribution to teachers and principals. Additional copies are available at 25 cents each from the Division of Publications, State Department of Public Instruction, Raleigh, N. C.

### Nation's Adult Population is 2.7 Per Cent Illiterate

The United States still has significant numbers of adult illiterates, according to most recent estimates of illiteracy among adults based on data collected in October 1947. Data from the 1950 census on educational attainment of the population will not be available for some months.

Of 106,428,000 noninstitutional civilians age 14 and over, 2,838,000 (or 2.7%) admitted that they could not read and write in any language. There is reason to believe that this estimate is low. In addition, an unknown number literate in some other language cannot read and write English. During World War II inductees who, by test, fell below the fourth grade level of performance in reading and writing were considered unfit for military service—functionally illiterate; 676,300 men between 17 and 38 fell into this classification.

The following table shows the relationship between self-admitted illiteracy and number of years of school completed:

Years of Schooling Completed	Number of this Attainment	Per Cent Illiterate
None	1,974,000	80.1
1	467,000	66.6
2	1,015,000	42.6
3	1,764,000	19.2
4	2,977,000	4.7
Total	8,197,000	34.6

## Is It Ethical?

1. To apply for a position in a system where no vacancy is known to exist?
2. To accept a position in a school system where a relative is superintendent or board of education member?
3. To pay a fee to a superintendent or board member for a position?
4. To fail to be a member of professional organizations, local, State, and national?
5. To fail to maintain the highest standards of personal conduct?
6. To do more than vote for candidates in a political campaign?
7. To tutor for remuneration pupils from one's own class?
8. To accept gifts from pupils?
9. To criticize an associate before his students or before other teachers?
10. To solicit sample textbooks from publishers?

(NEA Personal Growth Leaflet  
No. 135.)

### Statistics for Schoolmen

From 1900 to 1930, European powers fought seventy-four wars, says U. S. Commissioner of Education Earl James McGrath. Before World War II the average twentieth century war was four years long.

Pocket Books, first established in 1939, published its 300,000,000th copy. Pocket Books have published 750 titles, five of which have sold more than 2,000,000 copies. Among them: Dr. Benjamin Spock's Baby and Child Care; Shakespeare's Four Great Tragedies; and Merriam-Webster's Pocket Dictionary.

One of every 5 American families owns a television set.

Philanthropic giving in the U. S. in the last twenty years rose from \$1,200,000,000 in 1929 to \$4,000,000,000 in 1949. Very low income groups gave more than 60 per cent of the total.

More than 1,000,000 employees in industry now work under contracts which gear wages to living costs. "Escalator clause" is the name given to these features of a contract. As the Bureau of Labor Statistics price index goes up, the employee's wages may rise from 1¢ to 5¢ an hour.

Ninety-five per cent of the students at Vassar want to be married and have children before they are 30 years old.

An expert chicken sexer in Australia earns as much per day as an American teacher earns in a week. The chicken sexer, who separates pullets and cockerels, earns \$45 a day.

### City Units Report 23,000 Pupils Without State Transportation

City units have 22,928 pupils enrolled who live more than 1½ miles from school whose transportation is not furnished by the State, a recent study made by the Division of Transportation, State Board of Education, shows.

According to law only pupils who live more than 1½ miles from the schools to which assigned may be transported at public expense. The law also provides that initial school buses must be purchased by the local unit. The law seems to limit transportation at State expense to children attending county schools in that the term "county board of education" is used in approval of routes, assignment of pupils to schools, and other administrative aspects of the law.

If city units purchased the 221 buses needed to transport city children and if the State Board of Education should be required to take over the operation and maintenance of these buses, the additional cost would amount to \$343,920, the study further shows. This figure is based on the average annual State cost of \$15.00 per pupil transported.

### Men Outnumber Women

Men outnumber the women about 2 to 1 in college campuses last fall, according to the Office of Education.

Percentage-wise, however, the loss in number of men students in 1950 from 1949 is about 10 per cent; for women students, less than 1 per cent. This year's student body includes 1,569,000 men and 726,000 women.

### Attendance Workers Attend National Meet

Seven of North Carolina's 58 attendance workers attended the annual meeting of the National League to Promote School Attendance which met in Richmond, Va., last fall. They were: Mrs. E. L. Daughtridge of Tarboro; Mrs. V. H. Harrell of Winston-Salem; Mrs. Amanda K. Miller of Cabarrus, including Concord and Kannapolis; W. E. Pitts of Winston-Salem; Lloyd Ransom of Charlotte; Mrs. Josephine Shaffner of Forsyth County; and David L. Smith of Edgecombe County. In addition to these attendance officers Vera Keech, Supervisor of Instruction of Edgecombe County, Superintendent E. D. Johnson of Edgecombe County, and L. H. Jobe of the State Department of Public Instruction, attended this conference.

# THE ATTORNEY GENERAL RULES

## Federal Distrain Powers; State Salaries Levied on by the Federal Government; Immunity of State Salaries from Levy for Federal Taxes:

*In reply to your inquiry:* I have your letter of May 3, 1950, enclosing an inquiry from Mr. \_\_\_\_\_ in which you request an opinion from this office regarding a levy by the Federal Government for taxes on salaries paid to county and State employees. The enclosure states that a levy was served upon the Board of Education and the Superintendent of Schools of \_\_\_\_\_ County for a teacher's unpaid federal taxes, and that in compliance with this levy the teacher's salary has been withheld for the payment of taxes. The question raised is whether the Federal Government has the authority to make a valid levy upon the salaries of county or State employees.

It is the opinion of this office that the Federal Government does not have the power under the present Internal Revenue Laws to seize, distrain or levy on the salaries of employees of a state or county while in the hands of the state or county. In 1943 a federal levy was attempted upon the salary of an employee of the Commonwealth of Pennsylvania and at that time the Deputy Attorney General of Pennsylvania rendered an opinion that such salary was immune from such a levy, and the Commissioner of Internal Revenue apparently acquiesced in this opinion. This opinion was in line with a directive of the Federal Income Tax Unit dated June 1928, in which it was held that the practice of the Federal Government in seizing accrued salaries and wages due to employees should not be extended to include salaries paid by a state or municipality. The salaries in question were for a proprietary, as opposed to a governmental, function and it was implied that in no event would the Federal Government have power to seize salaries paid by the Government in their public functions, whether accrued or to be earned in the future. I. T. 2405, VII-1 CB 72; CCH Standard Federal Tax Reporter, Paragraph 1765.1325.

In the absence of express provision to the contrary, no sovereign government will be deemed to be included in the provisions of statutes prescribing who may be made garnishees accordingly, as a general rule, garnishment powers can reach neither the Federal

Government nor a state, nor a territory. This exemption is sustained by considerations of public policy. 38 C. J. S. GARNISHMENT, Section 43. In addition to this general statement of the rule, in the absence of statute otherwise providing, the compensation or salaries of public officials and employees is not subject to garnishment, whether such compensation is still unearned or has been earned but is not presently payable or is presently payable.

Recent developments in federal taxing powers have caused some authorities to question the immunity of State salaries from seizure for federal taxes, but it is my opinion that any such change from previous practice must be effected by a thorough test in the courts rather than by an opinion from this office.

In any event, whatever may be the final determination as to the seizure of accrued salaries due and owing to State employees, there can be no question under the present Federal Court decisions that salaries earned after the notice of lien and levy are not subject to such a levy. U. S. v. LONG ISLAND DRUG COMPANY, 115 Fed. 2d, 983 (CCA 2d, 1940). The federal seizure procedures apply only to debts already owed to the delinquent taxpayer in the hands of others, and not to moneys which will become due the taxpayer for services which he will render after the notice of seizure. From this lack of any true garnishment power on the part of the Federal Government, and from the inter-governmental immunity between two co-existing sovereignties, it is my opinion that the salary of a teacher in the public schools of North Carolina should not be withheld under a federal distraint proceeding for taxes due.—Attorney General, May 4, 1950.

## Use of School Property

*In reply to your inquiry:* You inquire as to the use of school property by civic clubs, wildlife clubs, etc.

I think you will find the answer to this question in G. S. 115-95, which reads as follows:

"Section 115-95. *Use of School Property.*—It shall be the duty of the county boards of education, as to county administrative units, and the boards of trustees, as to city administrative units, to encourage the use of the school buildings for civic or community meetings of all kinds that may be beneficial to the members of the community. The

State Board of Education, and the county boards of education for county administrative units and boards of trustees for city administrative units, shall have power and authority to promulgate rules by which school buildings may be used for other than school purposes."

You will note that the use of school buildings for purposes other than strictly school purposes is subject to rules and regulations adopted by the county and State boards of education. Of course I am not acquainted with the regulations adopted and applicable to the school you have in mind.

As to the use by a school principal of school property without paying rent, I regret to advise that I cannot express an opinion on that question, as I am not familiar with all the facts involved and I suggest that you discuss this matter with your County Board of Education.—Attorney General, August 16, 1950.

## Attendance by Married Persons; Age Limits:

*In reply to your inquiry:* I have your letter of September 5th in which you inquire as to whether or not it is permissible for a married person to attend public high schools in North Carolina.

A married person under twenty-one years of age is entitled to attend the public schools of this State, provided such person meets the requirements of the school in other respects. The fact that a person is married would not disqualify them from attending school if otherwise eligible.—Attorney General, September 6, 1950.

## North Carolina AHPER Meets in Chapel Hill

The North Carolina Association for Health, Physical Education and Recreation held its annual conference December 8-9 at Chapel Hill.

Theme of this year's conference was: "Health and Physical Education in North Carolina at the Mid-Century".

State and national leaders in the field of health, physical education and recreation took part in the program. Feature of the Conference was the banquet at which the main address was given by Dr. Josephine L. Rathbone of Teachers College, Columbia University. Her subject was "Physical Education and Recreation in Rehabilitation—A Concept of the Mid-Century".



## LOOKING BACK

(N. C. Public School Bulletin, January, 1946)

### 5 YEARS AGO

H. L. Trigg, formerly inspector of Negro high schools for the State Department of Public Instruction and president of the Elizabeth City State Teachers College since October 11, 1939, recently resigned to accept a position as associate director of the Southern Regional Council, Inc., Atlanta, Ga.

A list of books about North Carolina, ranging from *Animal Tales from the Old North State* by Coff and Hicks, to *River Rising* by Skidmore, has been prepared by Mrs. Mary Peacock Douglas, School Library Adviser in the State Department of Public Instruction.

According to Superintendent of Public Instruction Clyde A. Erwin, the public schools of North Carolina are in a healthy condition and continue to improve in effectiveness in their efforts to provide educational opportunities to the boys and girls of the State.

Dr. Clyde A. Milner, President of Guilford College, was elected president of the North Carolina College Conference for the ensuing year at the annual meeting of the Conference which was held in Greensboro on November 14-15.

Vocational rehabilitation was discussed by Charles H. Warren, State Director of Civilian Rehabilitation, a division of the State Department of Public Instruction, at the annual conference of the International Association of Industrial Accident Boards and Commissions held at Winston-Salem on November 27-29, 1945.

### 10 YEARS AGO

(N. C. Public School Bulletin, January, 1941)

Dr. Walter E. Wilkins, Coordinator of the School-Health Coordinating Service, has been appointed to membership on the governing council of the American School Health Association, for a term of three years.

At present, there are 272 Beta Club chapters in the State of North Carolina, with a membership of approximately 3,000 students.

The WPA project aiding in the installation of cumulative records in the public schools which began at the beginning of this school year, is now working in nineteen counties in the State.

The North Carolina Education Association will hold its 1941 convention in Asheville on April 3-5, it was announced recently by Jule B. Warren, Secretary.

The National Defense Program for the "education and training of defense workers" was authorized by Congress early last summer.

Lend a  
Hand!



Crippled Children  
need **YOUR** help

So many handicapped children need proper medical care and special training! Every penny you give will help! All these youngsters want is a chance to grow up straight and strong . . . to become useful happy citizens. Give now, won't you? Help crippled children.

18th ANNUAL  
EASTER  
SEAL  
APPEAL  
FEB. 25  
to  
MAR. 25



## Superintendents Favor Change in Entrance Law

County and city superintendents meeting in High Point last month went on record in favor of changing the legal age requirement of a first grade student. The superintendents favored a plan that eventually would permit a child to enter the first grade so long as his sixth birthday falls within the first school year. At present the law provides that a child must be six years of age on or before October 1 of the year he enters school.

The superintendents also voted to set up a committee to work with the State Board of Education toward raising the requirements of superintendents' certificates. Another goal they will work toward is a law that would permit condemnation of tracts of land larger than the present 10-acre limitation for public school purposes.

Authorization was given for the appointment of a committee to work with the North Carolina High School Athletic Association with a view toward standardization of policy on post-season games and tournaments for high school players.

## MAKING TODAY'S NEWS

Moore. Extension of several school bus routes to restore sections recently cut off from service has been requested by the county board of education in a letter addressed to the State Board of Education at Raleigh. *Southern Pines Pilot*, November 9.

Shelby. All plans have been completed for plant visitations by the county teachers next Tuesday and by the city teachers next Wednesday on Business-Industry-Education days. *Shelby Star*, November 11.

Raleigh. The Raleigh School Board yesterday took over the title to 3.57 acres of land in the old Rock Quarry section—an area infamous a decade ago for pleasure, gin and violence. *Raleigh, News and Observer*, December 7.

Lenoir. The County Board of Education Monday asked the County Commissioners to allocate \$112,266.14 to complete the two Negro consolidated high schools at Savannah and Woodington, to be included in the 1951-52 budget. *Kinston Free Press*, December 4.

Haywood. Three State appointed committeemen began a survey of Haywood County schools Monday to determine which schools need new buildings to be paid for under the \$345,000 school bond appropriation. *Asheville Citizen*, December 5.

Reidsville. C. C. Lipscomb, superintendent of the local public schools and a member of the Kiwanis Club, was in charge of the program for the meeting last night at the Sanitary Cafe. *Reidsville Review*, December 1.

Forsyth. A Forsyth County Grand Jury wound up a six-months' tour of duty here yesterday with a report that commended the operation and condition of county schools and hospitals. *Winston-Salem Journal*, December 9.

Gastonia. Fred Waters, Superintendent of the Gastonia schools system, told members of the Civilian Club Wednesday that there is urgent need of more space for Gastonia's school children. *Gastonia Gazette*, December 7.

Durham. Gov. Kerr Scott is scheduled to be the principal speaker at the fourth annual Piedmont Resource-Use Education Conference which will be held at North Carolina College tomorrow. *Durham Herald*, December 7.

# NORTH CAROLINA PUBLIC SCHOOL

# BULLETIN

February, 1951

RALEIGH, NORTH CAROLINA

Vol. XV, No. 6

## Governor Recommends Holding \$2200-3100 Salary Schedule

### Also Urges Strengthening Compulsory Attendance Law

In his biennial message to the General Assembly Governor Scott recommended the \$2,200-\$3,100 salary schedule adopted by the General Assembly of 1949 on a contingency basis be provided on a permanent basis for the next two years. The Governor also urged that the compulsory school attendance law be strengthened.

"We met courageously a crisis of first importance in the State's schools two years ago", the Governor said. A legislative majority increased the disintegration of the teacher force and lifted its morale. We did not succeed in establishing the teacher on the secure professional level he should occupy, but we made an advance towards that objective. We should now consolidate the advance made on a contingency basis two years ago, and I urge that the teacher salary schedule of \$2,200 to \$3,100 be provided along with increments fairly designed to hold highly qualified individuals in the service.

"The State is devoting \$50,000,000 to a public school building program, and the local school districts have voted \$66,000,000 more during the two-year period for this purpose. We are improving greatly the functional value of these new buildings by employing improved architectural plans. We are leading the Nation in school building design. We must not fail our children by entrusting their education to underpaid, dissipated teachers.

"Study of individual cases involving failure to pass Selective Service mental tests, almost without exception, has shown that the individual had a history of irregular class attendance in his public school career. This points to the urgency of a strengthened compulsory school attendance law. Present legislation on this subject was enacted in 1913 and seems to be inadequate. I urge your study of the need of new law."

### Mrs. Maley Urges Proper Food Storage

"With food costs as they are, and prospects of future costs, it seems unthinkable that any person or persons would tolerate such a disregard for proper care and use of food". So wrote Mrs. Anne W. Maley, State Supervisor School Lunch Program, to all superintendents under date of December 19, 1950.

Mrs. Maley was referring to a situation found in one white high school described as follows:

1. The following Direct Distribution foods were stored on the floor in a heated, unventilated room that contained oil barrels, miscellaneous junk, had a leaky roof, and a wet floor.

352 pounds of recently delivered butter—no refrigeration, butter soft and turning rancid.

280 pounds dried eggs.

120 No. 10 cans of dried milk.

150 pounds of honey.

144 No. 10 cans of peanut butter.

5 bags of Irish potatoes stored under radiator—rotting.

2. The room was infested with vermin, and generally unclean.

3. Foods on hand still in good condition not being used.

4. Records to date for this year show a deficit for each month's operation.

5. Menus very poor and uninteresting.

According to Mrs. Maley, food waste in the above situation is estimated to amount to an evaluation of \$500 to \$600. She urged "that each of you look into the food storage situation in each of your schools if you have not done so recently. Take steps to remedy faulty facilities and practices. *Food is money.* Your children need it in wholesome meals each day, but it should be kept clean, cool or refrigerated and properly handled, prepared and served."

## Nation's Colleges Checked for Defense

Facilities of the Nation's colleges and universities, which they can use to serve the needs of the armed services and the Federal Government for purposes of national defense, are being inventoried by the Office of Education, Federal Security Agency, Earl James McGrath, U. S. Commissioner of Education, announced recently.

"This inventory will bring together for the first time from institutions of higher education throughout the United States types of information required by the Department of Defense and by other agencies of Government required by the Department of Defense and by other agencies of Government responsible for defense and security at the national level", said Commissioner McGrath.

"Shortly after the National Security Resources Board designated the Office of Education 'as the focal point within the Federal Government for all planning in the educational area during the emergency, colleges and universities were alerted by the Office as to types of information which might be requested for use at a later date. The inventory now being initiated, therefore, will reflect planning and action locally and nationally over a considerable period of time'."

### FEATURES

	Page
Governor Recommends Holding \$2200-3100 Salary Schedule ....	1
Budget Recommendation for Year's Operation of Schools \$10 Million Less than Board's Request .....	4
Erwin Favors Later Entrance Age ..	5
State's College Enrollment Shows Drop; Increase in Number Women Students .....	6
Rehabilitation Program Provides Many Services to State's Handi- capped .....	8-9

# Superintendent Erwin Says . . .

THE proposed budget for education which has been submitted to the General Assembly will make it impossible for us to maintain the standards of operation for the past two years. Our school population is rapidly increasing. The cost of educating these additional children naturally involves additional expenditures. Likewise, the cost of operating all phases of our public schools is mounting. If we are forced to operate within the limits of the budget presented by the Advisory Budget Commission, we shall have no alternative, in my judgment, except to increase the teaching load and to reduce teachers' salaries. Both of these actions would have tragic consequences.

The State Board of Education requested the Advisory Budget Commission to recommend appropriations for compulsory school attendance personnel; original purchase of school busses; clerical assistance for principals and additional clerks for superintendents; additional staff services in the State Department; increased teachers' salaries, and for other items of the budget requiring additional funds. All of these requests were denied. Appropriations for these purposes are imperative if we are to operate our schools more efficiently and at the same time maintain normal progress in public education.

Believing that the people of this State want and are willing to pay for better education, I hope very much that each of you individually will utilize every opportunity and exert unusual effort in convincing the members of our General Assembly that additional appropriations are necessary in order to create the kinds of educational opportunities with which our children should be provided.

## NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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February, 1951

Vol. XV, No. 6



CLYDE A. ERWIN  
State Supt. of Public Instruction

EDITOR  
L. H. JOBE  
Director, Division of Publications



# Ye Editor Comments . . .

## LOCAL ATTENDANCE OFFICERS

There seems to be some misunderstanding about the present compulsory school attendance law and the efforts of those endeavoring to provide the machinery for its enforcement. Hence, this effort to clarify the situation.

Current emphasis is to provide State funds for the employment of LOCAL attendance workers. Some 64 units now have attendance workers who are paid from local funds. The remaining 108 units do not have the services of such officials. Neither is there a person on the State level to unify and coordinate the work in this field. This State worker would also collect statistics on the school census, why pupils drop out of school, what happens to them after they leave school, etc. It is not advocated that any new system be set up. Such local personnel would work under the supervision of the LOCAL superintendent of schools, whereas a State worker would be attached to the State Department of Public Instruction.

## TEMPERING THE WIND

*(Guest Editorial)*

North Carolina school superintendents are reported as discussing ways and means of discouraging post-season and bowl games for high school football players. We are willing to string along with them, even though some of these games produce ponderable gate receipts which go to really worth-while charities.

But while the heads of schools are considering the best approach to controlling what can easily become, if it is not already such, a menace to at least a month's school work, will they not listen to us concerning a matter which does not require a statewide academic huddle but just a bit of common sense on the part of those who order the coming-in and the going-out of high school hands?

We have seen during this recent commercial mass desecration of the Christmas season high school bands leading Santa Claus parades featuring drum majorettes ranging from biddies to pullets in size and none of them wearing clothes enough to wad a gun. This with the

temperature at least 10 degrees below freezing!

Of course the blame must be shared by parents; but after all there is somebody connected with the schools who gives the order to march.

And if superintendent, principal and bandmaster lack the courage to tell the Merchants Association no and the kiddies must parade in such weather, then we insist the merchants be required to outfit each and every drum majorette—in spite of the fact she probably will not want it—with long woolen underwear which must be worn.

With stockings, too, unless the paraders' half-boots are fleece-lined.

—Greensboro News, December 5, 1950.

## MONEY RAISING CAMPAIGNS

"Money raising" is a "good" old American custom. We find it in every organization. We find it also in the public schools—perhaps too much. In fact, parents sometimes get the notion that the schools are not free—supported by public taxes—but that by continuous "drives for this and drives for that", they are paid for currently out of their pockets.

We know, of course, that this isn't true. There are numerous kinds of drives carried on in the schools, some purely for charity and others for necessary school supplies and equipment not provided from public funds. Some of these are worthy and have educational benefits, whereas others are questionable.

Our point in writing this is to state our opinion that financial drives among school children should be kept at a minimum. A committee for every school should be appointed whose duty it would be to "pass on" each proposal to conduct such a drive. Rules could be set up covering certain annual calls upon the public for funds, such as the Red Cross, Community Chest, Tuberculosis Association, Crippled Children, etc. Certainly, every drive should be so presented that no child would feel that he is compelled to participate; or that he is committing a crime, if he doesn't. On the other hand, the idea that participation in the benefits should include some participation in the cost ought to be clearly presented to all children.

## Child Labor Committee Issues Annual Report

"Child Labor at the Mid-Century" is the title of the Annual Report of the National Child Labor Committee for the year ending September 30, 1950.

This Report summarizes briefly child labor developments since 1900, gives the latest facts and figures on the employment of young workers, summarizes Federal and State Legislative action in 1950, and outlines the current program and activities of the National Child Labor Committee.

Copies of the Report are available from the Committee whose address is 419 Fourth Ave., New York 16, N. Y.

## Educational Testing Service Sponsors High School Program

For the sixth consecutive year, the Cooperative Test Division of the Educational Testing Service, in cooperation with Dr. E. F. Lindquist of the State University of Iowa, is sponsoring the 1951 Nationwide High School Testing Program.

Participation in the program serves to motivate students to a more critical study of world affairs by providing a classroom instrument of direct instructional value.

The program emphasizes ability to understand the implications of events rather than mere rote learning of names, dates, and places. It not only requires *knowledge* of what is going on in the world, but *understanding* of these events in terms of broad political, social, and economic issues.

Purposes of the Program are:

- (1) to find out how well young people are informed about contemporary affairs
- (2) to learn whether they also are capable of making sound and critical judgments about them
- (3) to motivate pupils and teachers toward the development of these abilities.

The small cost of participation—twelve cents per pupil and a two dollar school registration fee—can be met by the school itself or by local civic organizations as a contribution toward good citizenship and the future welfare of the community. The deadline for registration in the program is March 1, 1951. Additional information and registration blanks may be obtained by writing NATIONWIDE HIGH SCHOOL TESTING PROGRAM, Cooperative Test Division, Educational Testing Service, Princeton, New Jersey.

## BUDGET RECOMMENDATION FOR YEAR'S OPERATION OF SCHOOLS \$10 MILLION LESS THAN BOARD'S REQUEST

The State Board of Education requested a total of \$95,897,119 for the support of the Nine Month's School Term for the year 1951-52 and \$98,736,829 for 1952-53.

The Advisory Budget Commission has recommended \$85,898,492 and \$86,914,274, respectively, for these two years.

In other words, the recommendations are \$9,998,627 and \$11,822,555 less for each respective year than the requests.

These figures do not include administration of the State Board of Education, vocational education, free textbooks, vocational textile training school, and school buses. These are considered separately.

The reductions in requests were largely for the following items:

\$8,058,381 in instructional salaries, \$424,800 for attendance officers, \$163,620 for inventory clerks, \$606,550 in principals' clerical assistance, \$102,000 in supervisors' salaries, \$386,000 in janitors' wages, \$120,000 for fuel, \$180,000 for water, light, and power, and \$102,000 for janitors' supplies.

The recommendation for instructional service funds is based on salaries paid the current year plus increments for additional experience. This recommendation is less by the amount paid under the contingency provided by section 22½ of the 1949 Law.

The following table shows by items the estimated expenditure for 1950-51 (not including contingency funds) the request for 1951-52, and the recommendation for 1951-52.

	Nine Months Expenditure 1950-51	School Fund Requested 1951-52	Recommended 1951-52
<b>61. General Control:</b>			
Salary Superintendents.....	\$ 1,020,455	\$ 1,030,801	\$ 1,020,455
Travel Superintendents.....	65,400	70,000	64,500
Clerical assistants.....	519,000	524,400	524,400
Inventory clerks.....		163,620	
Office expense.....	73,450	91,500	88,000
County Boards of Education.....	10,000	10,000	10,000
Attendance: Salaries.....		354,000	
Travel.....		70,800	
<b>TOTAL G. C. ....</b>	<b>\$ 1,688,305</b>	<b>\$ 2,315,121</b>	<b>\$ 1,707,355</b>
<b>62. Instructional Service:</b>			
Instructional salaries.....	\$71,920,060	\$80,055,752	\$72,511,647
Instructional supplies.....	524,996	536,500	531,000
Supervisors salaries.....	911,640	1,041,900	938,990
Principals clerical assistants.....		606,550	
<b>TOTAL I. S. ....</b>	<b>\$73,356,696</b>	<b>\$82,240,702</b>	<b>\$73,981,637</b>
<b>63. Operation of Plant:</b>			
Wages of Janitors.....	\$ 2,166,800	\$ 2,686,000	\$ 2,300,000
Fuel.....	1,115,000	1,450,000	1,330,000
Water, light, power.....	470,000	700,000	520,000
Janitors' supplies.....	315,000	448,000	346,500
Telephones.....	29,000	45,000	37,500
<b>TOTAL O. P. ....</b>	<b>\$ 4,095,800</b>	<b>\$ 5,329,000</b>	<b>\$ 4,534,000</b>
<b>65. Fixed Charges:</b>			
Compensation school employees.....	\$ 16,000	\$ 17,000	\$ 16,000
Reimbursement for injured children.....	15,000	17,000	15,000
<b>TOTAL F. C. ....</b>	<b>\$ 31,000</b>	<b>\$ 34,000</b>	<b>\$ 31,000</b>
<b>66. Auxiliary Agencies:</b>			
Transportation of pupils—			
Wages of drivers.....	\$ 1,103,400	\$ 1,187,100	\$ 1,150,000
Gasoline, oil, grease.....	1,042,100	1,233,265	1,082,000
Gasoline storage tanks.....	108,000		
Salaries of mechanics.....	1,025,000	1,191,365	1,100,000
Repairs, replacements.....	831,000	976,060	877,500
Tires and tubes.....	360,000	425,377	415,000
License and insurance.....	8,000	2,000	2,000
Garage equipment.....	100,000	20,000	12,000
Contract transportation.....	66,000	66,000	66,000
Principals bus travel.....	45,975	49,462	46,000
<b>TOTAL TRANSPORTATION.....</b>	<b>\$ 4,692,475</b>	<b>\$ 5,060,629</b>	<b>\$ 4,750,500</b>

## Presiding Officers Name Legislative Committees

Senate and House Committees on Education were named by Lieutenant Governor H. P. Taylor, presiding officer of the Senate and W. Frank Taylor, Speaker of the House, during the early days of the General Assembly now in session.

Lieutenant Governor Taylor named the following Senate Committee on Education: Carlyle, Chairman, Horton, Vice-Chairman, Barnhardt, Bell, Campen, Eagles, Johnson, Larkins, Medford, Nolan, Power, Price, Rankin, Tilton, Westbrook, Winslow, Sawyer, Eller, Carruthers, Lowder.

Speaker Taylor of the House appointed the following Committee on Education: Rodman, Chairman, Edwards of Swain, Vice-Chairman, Brock (R.), Brown of Jackson, Brown of Watauga, Bryson, Burleson (R.), Carr, Collier, Combs, Dellinger, Edwards of Greene, Fountain, Goodman (R.), Hewlett, Henderson, Holmes, Kilpatrick, King, Kiser, Lassiter, Leinbach (R.), Little of Alexander, Love, Maddrey, Marshall, Moore of Wilson, Page, Pittman, Pritchett, Quinn, Ramsay, Regan, Royster, Sams, Sanders, Shreve, Stoner, Taylor of Buncombe, Taylor of Warren, Turner, Umstead, Warren, Whitmire, Williams, Woltz, Womble, Yates, Yarborough.

## ERWIN FAVORS LATER ENTRANCE AGE DATE

A later reference date or discretion with the State Board of Education to regulate the entrance date when children may enter school for the first year is advocated by State Superintendent Clyde A. Erwin in a recent letter to county and city superintendents.

The law now provides that children may not enroll in public school unless they are six years of age on or before October 1 of the current school year. Superintendent Erwin advocates a change in this date for a number of reasons. In the first place, Superintendent Erwin wrote, the present age limitation encourages the growth of private and parochial schools. "Those of you who have had this problem to deal with at the local level are thoroughly aware of the full implications" of this tendency, he stated.

Second, Supt. Erwin answers the argument put forth by primary teachers and others that any change in the entrance age date would force into the first grades many young children who are not ready for school and who would further crowd the primary grades". The distribution of children who might be born in October or November is such that there could be no appreciable in-

crease in any particular situation", he stated, "and if so, such increase would be taken into consideration in the allotment of extra teachers just as any other increase".

A third point made by Supt. Erwin is a legal one. The Constitution provides that the public schools "shall be free of charge to all the children of the State between the ages of six and twenty-one years". Although the law requiring that children shall be six years of age on or before October 1 before they shall be permitted to enter school has not been tested in the Supreme Court, such a case "would have powerful legal appeal"; and if there should be an opinion by the Court that a child could enroll in the public schools at any time he became six years of age, it would result in a chaotic condition.

## Easter Seals Help Crippled Children

Sponsored by the North Carolina League for Crippled Children, the 1951 Easter Seal drive will be held from February 25 to March 25.

For the past 18 years, the annual Easter Seal drive has been conducted to secure funds to support a year-round three-point program of public and professional education, research and direct services. Of the funds collected during the campaign, 91.7 per cent of the money remains in the State to be used in developing local services. The remaining 8.3 per cent goes to the national headquarters in Chicago to help carry out this three-point program.

Easter Seal funds enable the North Carolina League for Crippled Children to offer professional assistance in the creation of new programs to aid the handicapped; professional education and service to professional groups; and parent education services for the mothers and fathers of handicapped children; as well as a program of public education on problems of the handicapped; a research program; and advisory and consultative services by outstanding authorities in all fields pertaining to handicapping conditions.

Contributions to the Easter Seal drive may help train a special therapist for crippled children; pay for an operation or a brace to free crippled children; pay for an operation or a brace to free a crippled child from bed; or train some youngster for an occupation he can take up in spite of his handicap.

## BUDGET COMMISSION RECOMMENDS

### \$184,998,716 FOR PUBLIC SCHOOLS

A total of \$184,998,716 was recommended by the Advisory Budget Commission for the Public Schools in the Biennial Appropriation Bill submitted to the General Assembly of 1951.

By years this recommendation is

divided as follows: \$91,922,298 for the year 1951-52; and \$93,076,418 for the year 1952-53. A breakdown of these amounts by items, together with estimated expenditures for the current year follows:

	1950-51	1951-52	1952-53
1. Support of Nine Months Term .....	\$83,462,446	\$85,898,492	\$86,914,274
2. State Board of Education (Adm.) .....	177,449	182,965	179,576
3. Vocational Education .....	2,455,595	2,506,224	2,500,339
4. Purchase of Free Textbooks .....	900,000	1,170,000	1,170,000
5. Vocational Textile Training School .....	33,569	43,617	41,169
6. Purchase of School Buses .....	2,215,000	2,121,000	2,271,000
<b>TOTAL .....</b>	<b>\$89,249,059</b>	<b>\$91,922,298</b>	<b>\$93,076,418</b>

In addition to these amounts, the Commission recommended \$261,910 and \$260,540 for each year of the biennium,

respectively, for the operation of the State Department of Public Instruction.

	\$	333,672	\$	357,667	\$	340,000
School libraries .....						
Child health program .....		550,000		550,000		550,000
<b>TOTAL A. A. ....</b>	<b>\$</b>	<b>5,576,147</b>	<b>\$</b>	<b>5,968,296</b>	<b>\$</b>	<b>5,640,500</b>
<b>GRAND TOTAL .....</b>	<b>\$84,747,948</b>		<b>\$95,887,119</b>		<b>\$85,894,492</b>	



## Board Authorizes \$804,782.91 for Buildings

On recommendation of its building committee, the State Board of Education approved the expenditure of \$804,782.91 at a meeting held January 4 for school construction.

To date a total of \$28,596,162.05 in State funds has been allocated to the county and city units for school buildings. This is a slightly more than half of the \$50,000,000 provided by the 1949 General Assembly.

January's approvals included \$73,122 for a new building for Negroes at Burlington and \$147,000 for a new Cedar Grove Negro School in Orange County.

## Name "Carolina" After Charles I of England

The name "Carolina" was derived from the Latin form "Carolus" of Charles, after Charles I of England who in 1629 granted the territory from 31° to 36° North Latitude to Sir Robert Heath. This area was originally called Carolina.

In 1663, this same province was regrant by Charles II to the eight noblemen, known as the Lords Proprietors. This time, however, the term "Carolina" was used at the official name of the province. It was not until 1776 that the province became a State.

## Food Service Group Holds First Convention

The North Carolina School Food Service Association held its first annual convention in Winston-Salem, February 9-10.

This recently organized association is composed of school people and others working with the School Lunch Program or closely related activities.

Feature of this year's convention was a round table panel held Saturday morning at which personal problems of members were discussed by a panel of experts consisting of the State Supervisor of the School Lunch Program, the State Director of the Commodity Distribution Program, a representative from the State Board of Health, a college representative, a superintendent of schools, a county supervisor of lunchroom service, a city supervisor of lunchroom service, and a school principal.

Merchandising and menu planning and simplified daily food cost system were other topics discussed. A food demonstration was also given.

## STATE'S COLLEGE ENROLLMENT SHOWS DROP; INCREASE IN NUMBER WOMEN STUDENTS

North Carolina's college enrollment for the year is 1532 less than it was in 1949-50, according to a tabulation just completed by Dr. J. E. Hillman, Secretary of the North Carolina College Conference.

Dr. Hillman's tabulation shows a total enrollment this college year, taken as of October 1, 1950, of 44,837, whereas for a year ago a similar tabulation showed the State's total college enrollment to be 46,369. This decrease of 1,532 is 3.5 per cent. The decrease for the nation as a whole was 6.6 per cent.

Men outnumbered women, about six to four, the tabulation shows—men 27,948; women 16,889. However, last year this distribution was two to one, there being more men, 30,330, and fewer women 16,039. This change in sex ratios, according to Dr. Hillman is accounted for by the fact that the enrollment of veterans decreased from 30.9 of the total in 1949-50 to 13.9 per cent in 1950-51. Then, too, the fact that the number of girls graduating from high school greatly exceeds the number

of boys, provides a base for the increase in women college students.

By races, this year's enrollment is as follows: white, 35,895; Negro, 8,816; and Indian, 126. By types of institutions, the enrollment is divided into: senior colleges, 39,674; junior colleges, 5,068; off-campus centers, 95.

In white institutions, 11 per cent are veterans as compared with 32 per cent in 1949-50, in Negro colleges, 16.7 per cent as compared with 24.9 per cent in 1949-50, and in Indian colleges, the enrollment of veterans is 25.4 per cent as compared with 30 per cent in 1949-50.

Men students represent 65.6 per cent of the total white enrollment as compared with 68.5 per cent in 1949-50. Negro institutions have 49.3 per cent men students as compared with 51.9 per cent in 1949-50, and the Indian college enrollment is 48.4 per cent men as compared with 44.4 per cent in 1949-50.

The following table shows the enrollment in each institution for the past three years, divided as to sex for 1950-51:

### ENROLLMENT BY INSTITUTIONS

(As of October for Each Year)

INSTITUTION	1950-51			1949-50	1947-48
	Men	Women	Total		
A. SENIOR COLLEGES—White :					
University, Chapel Hill.....	5,939	929	6,868	7,419	7,670
State College.....	3,974	55	4,029	4,600	5,333
Woman's College.....	8	2,469	2,477	2,190	2,112
Appalachian.....	699	558	1,257	1,260	1,005
East Carolina.....	904	987	1,891	1,659	1,404
Western Carolina.....	407	200	607	608	551
TOTAL PUBLIC.....	11,931	5,198	17,129	17,736	18,075
Atlantic Christian.....	299	183	482	502	523
Black Mountain.....	26	7	33	48	90
Catawba.....	455	225	680	766	787
Davidson.....	861	1	862	883	979
Duke.....	3,535	1,377	4,912	5,084	4,890
Elon.....	491	163	654	832	709
Flora MacDonald.....	4	238	242	223	312
Greensboro.....	13	383	396	351	405
Guilford.....	381	147	528	562	592
High Point.....	528	249	777	748	820
Lenoir Rhyne.....	502	318	820	792	844
Meredith.....		618	618	538	578
Montreat.....	1	161	162	152	206
Queens.....	11	324	335	377	467
Salem.....	17	292	309	323	390
Wake Forest.....	1,629	320	1,949	2,172	2,000
TOTAL PRIVATE.....	8,753	5,066	13,759	14,353	14,592
TOTAL SENIOR—White.....	20,684	10,204	30,888	32,089	32,667
SENIOR COLLEGES—Negro :					
Agricultural and Technical.....	2,085	729	2,814	2,832	2,748
North Carolina.....	626	718	1,344	1,146	958
Elizabeth City.....	116	384	500	476	489
Fayetteville.....	177	441	618	538	585
Winston-Salem.....	192	357	549	463	484
TOTAL PUBLIC.....	3,196	2,629	5,825	5,455	5,264

Barber Scotia	166	166	156	151
Bennett	433	433	482	485
Johnson C. Smith	379	281	660	697
Livingston	157	219	376	351
Shaw	282	426	708	802
St. Augustine	233	250	492	453
TOTAL PRIVATE	1,051	1,784	2,835	2,941
TOTAL SENIOR—Negro	4,247	4,413	8,660	8,396
SENIOR COLLEGES—Indian:				
Pembroke	61	65	126	153
TOTAL SENIOR COLLEGES	24,992	14,682	39,674	40,638
B. JUNIOR COLLEGES—White:				
Asheville-Biltmore	283	50	333	287
Charlotte	183	23	206	269
Wilmington	104	60	164	293
TOTAL PUBLIC	570	133	703	849
Belmont Abbey	112	—	112	159
Brevard	141	109	250	405
Campbell	296	104	400	362
Chowan	91	57	148	127
Edwards Military Institute	41	—	41	36
Gardner-Webb	244	130	374	430
Lees-McRae	146	124	270	254
Louisburg	125	94	219	214
Mars Hill	510	423	933	910
Mitchell	61	124	185	272
Oak Ridge	58	—	58	79
Peace	—	197	197	230
Pfeiffer	158	125	283	289
Pine land	—	38	38	29
Presbyterian	90	6	96	165
Sacred Heart	—	52	52	51
St. Genevieve	—	51	51	80
St. Mary's	1	196	197	215
Warren Wilson	50	53	103	82
Wingate	122	116	238	224
TOTAL PRIVATE	2,246	1,969	4,245	4,613
TOTAL JUNIOR—White	2,816	2,132	4,948	5,462
JUNIOR COLLEGES—Negro:				
Carver-Public	53	34	87	54
Immanuel Lutheran—Private	18	15	33	49
TOTAL JUNIOR—Negro	71	49	120	103
TOTAL JUNIOR COLLEGES	2,887	2,181	5,068	5,565
TOTAL SR. & JR. COLLEGES	27,879	16,863	44,742	46,203
C. OFF-CAMPUS CENTERS—White:				
Burnsville*	42	17	59	77
Charlotte	—	—	—	302
Fayetteville	—	—	—	25
Gastonia	—	—	—	26
Greensboro*	—	—	—	58
TOTAL WHITE	42	17	59	135
OFF-CAMPUS CENTERS—Negro:				
Wilmington**	27	9	36	31
TOTAL OFF-CAMPUS CENTERS	69	26	95	166
D. SUMMARY				
White Students	23,542	12,353	35,895	37,686
Negro Students	4,345	4,471	8,816	8,530
Indian Students	61	65	126	153
GRAND TOTAL	27,948	16,889	44,837	46,369

\*Only regular college students counted 1950-51.

\*Sponsored by Woman's College in 1949-50 and 1950-51.

\*\*Sponsored by Fayetteville State Teachers' College in 1949-50 and 1950-51.

## New York Leads in Number of College Students

Largest total enrollment in higher educational institutions is found in New York State, according to a recent survey of the U. S. Office of Education.

Leading with 306,041 students New York is followed by California with 193,327. Pennsylvania ranks third in this respect with 140,085 persons enrolled in its colleges last fall, when the survey was made. Illinois had 137,967. Ohio 124,300, and Texas 123,033. Each other state has fewer than 100,000 college students.

North Carolina's enrollment in such institutions, according to this survey, is 43,998. This is 1,564 less than the 1949-50 college enrollment. First-time students in this State increased from 12,693 in 1949-50 to 12,747 last fall. The number of veterans, however, decreased from 13,736 in 1949-50 to 8,389 in 1950-51.

## Committee to Promote Conant Plan

Twenty educators and leaders in other fields have set up a "Committee on the Present Danger" to promote the Conant plan for universal military service. The committee has set up headquarters at 711-14th Street, N. W., in Washington.

The committee's job will be to sell to the country the ideas of Harvard's President Conant. Here are the highlights of the Conant Plan:

Neither the draft nor proposals for UMT (training) can give us what we need immediately—an armed force from 3 to 3.5 million men. A training program provides only reserves; what is needed now is a force in being. Hence, says Conant, we need a universal military service of two years for all able-bodied youth before they take their places in the industrial life of the country. Says Conant:

"I suggest that every young man on reaching the age of 18 or on graduation from high school be enrolled in the service for two years.

"Able-bodied youth will serve in the armed forces; the physically unfit will serve in other capacities at the same pay.

"There would be no deferments or exemptions for college students or anyone else. To defer military service until a young man's education is complete may mean deferring it four to eight years. It would be better for most individuals to get their tour of duty in uniform over and done with before they enter college".

# Rehabilitation Program Provides Many

## 2625 REHABILITATED IN 1949-50

North Carolina's Program of Vocational Rehabilitation provides many services to the State's physically and mentally handicapped citizens. Last year 2,625 persons were rehabilitated under this program, and 2,502 persons were classified at the end of the year as open cases.

When the program got under way in 1921-22 there were only 18 persons classified as rehabilitated and 153 as open cases.

The program is administered by a State Director on a State-wide basis under the general direction of the State Board of Education and the State Superintendent of Public Instruction. In addition to the State office in Raleigh, there are nine district offices located in Asheville, Salisbury, Charlotte, Winston-Salem, Greensboro, Durham, Raleigh, Greenville and Wilmington.

A staff of twenty-four professional workers man these offices for prompt and direct services to the State's handicapped citizens wherever and whenever found.

### What Services are Provided?

Briefly, the following services are provided:

1. Medical examination in every case to determine the extent of disability, to discover possible hidden, or "secondary" disabilities, to determine work capacity and to help determine eligibility—at no cost to the individual.

### Who Is Eligible?

1. All men and women of working age with substantial job handicaps in the form of physical or mental impairments are eligible.

2. The services are not only for those whose disabilities are readily seen, such as amputees, paralytics, spastics, and the blind, but also for those with unseen handicaps, such as tuberculosis, emotional instability, arthritis, deafness and heart disease.

3. Any condition resulting from accident, disease, or any other cause which substantially prevents or interferes with one's becoming self-supporting in accordance with his best ability may make the individual eligible for vocational rehabilitation.

4. Efforts are being made to increase rehabilitation services for epileptics in the belief that modern methods of medical control and the wide range of rehabilitation services now available make the majority of epileptics employable.

5. Special emphasis is being placed on services to persons with tuberculosis, cerebral palsy and the severely

# Services To The State's Handicapped

## 2625 REHABILITATED IN 1949-50

1. Provision is made for paying the entire cost of administering the program from Federal allotments. Formerly administration costs were borne equally by State and Federal funds.

2. Provision is made for the rehabilitation of war disabled civilians, persons engaged in civilian activities or in the Merchant Marine. The entire cost is borne by the Federal Government.

3. One-half cost of rehabilitating other disabled persons is borne by the Federal Government, as the old act provided.

4. Appropriations by the Federal Government are allotted to the states on the basis of the needs and the ability of the states to match Federal funds, where such matching is required.

5. Provision is made for assisting worthy persons in the payment of their living expenses where they have no other means. Under an act by the General Assembly of 1921, North Carolina has been providing this type of financial assistance to the extent of \$10.00 per week, not in excess of 20 weeks except where an extension was granted. Another act, passed in 1933, provided for the payment of tuition at State-supported institutions for "Such students

as are physically disabled and are so certified to be by the Vocational Rehabilitation Division."

### Statistical Tables

The statistical tables indicate the progress made since 1921. It will be noted that the growth has been very rapid since 1943. This coincides with the passage of the Act of Congress as explained above. The trend is for legislation providing still greater expansion of services to include more of the severely handicapped.

Table No. 1 reflects an expanded program under this Act in the column "with Physical Restoration" which is a new service not available where Federal funds were involved prior to 1943. Note that the number of persons rehabilitated reached an all time high at 2625 in 1949-50, with 1,690 of the number with physical restoration.

In table II it is interesting to note the average case cost. Although this average cost has been some greater within recent years, on the whole it is still less than the cost during the early stages of the program.

A statistical history of the case status of vocational rehabilitation service from 1939-40 to 1949-50 is found in table III.

### I. GROWTH IN CIVILIAN VOCATIONAL REHABILITATION

Year	No. Rehabilitated				Open Cases at End of Year			
	Total	With physical restoration	With Training	All Others	Total	Eligible for possible restoration	Undergoing restoration	Awaiting placement
1939-40	1,000	500	200	300	1,200	800	300	100
1940-41	1,100	550	220	330	1,300	900	350	150
1941-42	1,200	600	240	360	1,400	1,000	400	200
1942-43	1,300	650	260	390	1,500	1,100	450	250
1943-44	1,400	700	280	420	1,600	1,200	500	300
1944-45	1,500	750	300	450	1,700	1,300	550	350
1945-46	1,600	800	320	480	1,800	1,400	600	400
1946-47	1,700	850	340	510	1,900	1,500	650	450
1947-48	1,800	900	360	540	2,000	1,600	700	500
1948-49	1,900	950	380	570	2,100	1,700	750	550
1949-50	2,625	1,690	450	485	2,800	1,900	800	100



3. Medical, surgical, psychiatric, and hospital care, as needed, to remove or reduce the disability—public funds may be used to meet these costs to the extent that the disabled person is unable to pay for them from his own funds.

4. Artificial appliances such as limbs, hearing aids, trusses, braces, and the like, to increase work ability—these also may be paid for from public funds to the degree that the individual cannot meet the cost.

5. Training for the right job in schools, colleges or universities, on-the-job, in-the-plant, by tutor, through correspondence courses, or otherwise, to enable the individual to do the right job well—at no cost to the disabled person.

6. Maintenance and transportation for the disabled person, if necessary, while he or she is undergoing treatment or training—these expenses may be paid for from public funds, depending on the person's financial inability to take care of them.

7. Occupational tools, equipment, and licenses, as necessary, to give the disabled person a fair start—these may be paid for from public funds to the extent that the person is unable to do so.

8. Placement on the right job, one within the disabled person's physical or mental capacities and one for which he has been thoroughly prepared—at no cost to the individual.

9. Follow-up after placement to make sure the disabled person and his employer are satisfied with one another—at no cost to either party.

The services are not necessarily provided in the order listed above. Several may be given at the same

ever chance or becoming employable or of becoming more suitably employed through the rehabilitation services.

### Historical

Vocational rehabilitation for disabled civilians began in 1920 with the passage by Congress of the Smith-Sears Act. The provisions of this act were accepted by the North Carolina General Assembly in August of the same year during a special session.

Until 1943 the administration of the program was under the direction of the State Board of Vocational Education through the Division of Vocational Education of the State Department of Public Instruction. Under the constitutional amendment adopted in 1942 and a subsequent act of the General Assembly of 1943, the State Board of Education succeeded to the powers, functions and duties of that Board.

In 1943 Congress passed a new law, known as the Vocational Rehabilitation Act Amendments of 1943, which expanded and added to the services provided under the original act. The main provisions of this new Act are as follows:

### III. CASE STATUS OF VOCATIONAL REHABILITATION SERVICE

Case Status		1939-'40	40-'41	41-'42	42-'43	43-'44	44-'45	45-'46	46-'47	47-'48	48-'49	49-'50
1. Case load at beginning of year	*	2122	2082	3532	3435	2915	3733	4311	5352	6150	5992	
2. New cases during year	*	222	2667	3759	2432	3381	3359	3835	4076	3767	4540	
3. Cases closed during year	*	762	1217	3556	2852	2563	3241	3794	3928	3915	4362	
4. Closures during year	*+486			2064	701	1339	98	1694	1094	830	1485	
a. Cases rejected	0			113	102	19	29	32	48	93	42	
b. Cases not accepted	0	350	369	113	102	19	29	32	48	93	42	
c. Cases rehabilitated	486	402	844	1262	1584	1865	2031	1902	2412	2259	2625	
d. Cases at end of year	2122	2082	3532	3435	2915	3733	4311	5352	6150	5992	5992	
e. Cases interviewed	883	759	834	778	980	792	796	765	1422	1463	1300	297
f. Cases eligible and feasible	883	759	834	778	980	792	796	765	1422	1463	1300	297
g. Cases in training	441	442	443	331	315	358	434	890	982	1114	1077	
h. Cases awaiting placement	79	47	73	53	179	218	425	458	676			

\*Not Reported. \*\*Cases rehabilitated only.

Year		Local	State	Federal	Total	Av. Case Cost
1935-36	\$	1,735.88	\$ 26,151.74	\$ 16,255.69	\$ 44,124.31	\$459.63
1936-37		1,425.00	32,094.92	18,562.29	52,069.21	419.94
1937-38		1,294.50	33,669.36	21,037.41	56,001.27	419.94
1938-39		1,858.36	33,011.00	19,971.38	54,841.14	463.97
1939-40		2,595.75	27,719.23	21,553.97	52,167.00	420.71
1940-41		6,833.63	22,469.24	21,840.81	50,543.68	404.34
1941-42		14,766.32	32,987.08	25,423.63	73,177.03	393.50
1942-43		15,076.38	31,540.58	37,618.16	84,235.12	327.76
1943-44		19,655.98	33,633.98	45,843.82	99,053.78	317.48
1944-45		21,344.69	41,534.69	52,799.44	115,767.73	385.85
1945-46		16,495.08	51,159.82	62,977.75	130,450.65	268.42
1946-47		19,392.30	71,385.43	87,381.84	178,159.57	308.52
1947-48		21,717.82	65,647.38	83,239.40	166,644.10	183.85
1948-49		18,635.59	59,742.98	83,091.92	161,470.49	121.49
1949-50		12,055.68	135,552.69	233,531.87	441,080.74	317.18
1950-51		12,332.99	241,829.80	411,583.24	665,656.03	349.88
1951-52		14,897.42	263,092.28	518,543.90	835,533.60	362.96
1952-53		23,193.98	308,138.40	502,959.88	831,294.36	316.88

\*Includes cases interviewed. \*\*Includes cases reported and interviewed.

### II. EXPENDITURES FOR CIVILIAN VOCATIONAL REHABILITATION

Year		Local	State	Federal	Total	Av. Case Cost
1935-36	\$	1,735.88	\$ 26,151.74	\$ 16,255.69	\$ 44,124.31	\$459.63
1936-37		1,425.00	32,094.92	18,562.29	52,069.21	419.94
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\*Includes cases interviewed. \*\*Includes cases reported and interviewed.

# WHITE HOUSE CONFERENCE PASSES MANY RESOLUTIONS

The voice of public education was almost drowned out at the sessions of the White House Conference on Children and Youth, held in Washington, December 4 through 7.

In dominance were the voices of social workers, mental hygienists, clergymen, and spokesmen for and against many social movements—housing, welfare, family life, court reform, recreation, religion and health services—public and private.

In this assemblage, the work of the teacher, school administrator, and board of education was recognized only sporadically.

Yet many of the most fiery debates centered around questions of public education. The first three of the following 11 selected from 90 resolutions passed provoked the sharpest controversy:

1. (We recommend) further Federal aid to the states for educational services, in tax-supported public schools, without Federal control, to help equalize educational opportunity—the issue of auxiliary services to be considered on its merits in separate legislation.

2. Recognizing knowledge and understanding of religious and ethical concepts as essential to the development of spiritual values and that nothing is of greater importance to the moral and spiritual health of our Nation than the works of religious education in our homes and families and in our institutions of organized religion, we nevertheless strongly affirm the principle of separation of church and State which has been the keystone of our American democracy and declare ourselves unalterably opposed to the use of the public schools directly or indirectly for religious educational purposes.

3. That racial segregation in education be abolished.

4. That in view of television's unprecedented growth and its potential as a medium for mass education, the television industry and all educational, health, and social agencies seeking to use this medium accept their great social responsibility, and further that this principle apply also to the other mass media of communications.

5. That all groups concerned develop and maintain programs for protecting the healthy personality of children

living under the stress of defense preparation.

6. That in the present emergency the services demanded should be shared by all individuals and groups in the population and that the services of men with physical and other disabilities be utilized in some capacity without the use of categories, such as 4-F.

7. That education for parenthood be made available to all through educational, health, religious and welfare agencies maintaining professional standards and by properly qualified individuals.

8. That nursery schools and kindergartens, as a desirable supplement to home life, be included as a part of public educational opportunity for children provided they meet high professional standards.

9. That children be provided with opportunities that are wide in range and challenging in nature, emphasizing exploration, participation, and social experience in an environment that is rich and stimulating; and that expectations of achievement should be in harmony with each child's ability and growth.

10. That local boards of education accept full responsibility for planning and providing adequate educational programs and services, including special services, to meet the needs of children with physical and mental limitations and that State departments of education accept responsibility for leadership service in realizing this objective.

11. That it be made possible for qualified youth to obtain college or university education which would otherwise be denied them because of inability to pay.—Edpress News Letter, December 1950.

## PLEDGE TO CHILDREN

TO YOU, our children, who hold within you our most cherished hopes, we the members of the Midentury White House Conference on Children and Youth, relying on your full response, make this pledge:

From your earliest infancy we give you our love, so that you may grow with trust in yourself and in others.

We will recognize your worth as a person and we will help you to strengthen your sense of belonging.

We will respect your right to be yourself and at the same time help you to understand the rights of others, so that you may experience cooperative living.

We will help you to develop initiative and imagination, so that you may have the opportunity freely to create.

We will encourage your curiosity and your pride in workmanship, so that you may have the satisfaction that comes from achievement.

We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness.

We will illustrate by precept and example the value of integrity and the importance of moral courage.

We will encourage you always to seek the truth.

We will provide you with all opportunities possible to develop your own faith in God.

We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.

We will work to rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.

We will work to lift the standard of living and to improve our economic practices, so that you may have the material basis for a full life.

We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to a better world.

We will protect you against exploitation and undue hazards and help you grow in health and strength.

We will work to conserve and improve family life and, as needed, to provide foster care according to your inherent rights.

We will intensify our search for new knowledge in order to guide you more effectively as you develop your potentialities.

As you grow from child to youth to adult, establishing a family life of your own and accepting larger social responsibilities, we will work with you to improve conditions for all children and youth.

Aware that these promises to you cannot be fully met in a world at war, we ask you to join us in a firm dedication to the building of a world society based on freedom, justice and mutual respect.

SO MAY YOU grow in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future.—Adopted December 7, 1950 by the *White House Conference on Children and Youth*.

## English Boy Likes Our Literature

William Skinner, a student in one of Great Britain's schools, has written a letter to the Department of Public Instruction thanking it for the material which was sent to him in answer to his request for literature about North Carolina.

"The material you sent has been of immense value and help to our teacher, my classmates and to me", William wrote. "The maps and pictures have a place of honour on the classroom wall and have been looked at by the rest of the school and visitors".

William gives his address as 66 Thoms St., Miskin, Mountain Ash, Glamorgan, Great Britain.

## School Editors Select Ten Major Events of 1950

The editors of the educational press of the Nation have selected the following ten events as the most important to education during 1950:

1. The decision of American educators to support universal military training.
2. The decision of the U. S. Supreme Court in the University of Oklahoma and University of Texas segregation cases which demands that segregation end at the graduate level; and the subsequent breaking down of segregation walls in some southern undergraduate schools.
3. The rising enrollment in Catholic schools.
4. The creation of the National Conference for Mobilization of Education, a voluntary group formed in July to protect school, college, and university interest during mobilization.
5. The launching of a \$3 million Kellogg Foundation project to improve public school administration.
6. The creation by Congress of the National Science Foundation to support research and a scholarship system.
7. The enactment of social security legislation for 600,000 non-public school employees and its defeat for public school teachers.
8. The launching of the \$250 million Ford Foundation and its promise to improve teaching, human relations, the practice of democracy, economic well-being, and world peace.
9. The enactment by Congress of Federal aid to school districts overloaded with children as a result of war activities.
10. The mid-Century White House Conference for Children and Youth and its emphasis on mental health.

## Raleigh Teacher Receives Honor

Mrs. Genevieve Chappell, sixth grade teacher at Wiley School, Raleigh, was selected to represent North Carolina teachers at the 50th anniversary celebration of public education in Cuba, during the Christmas holidays. Mrs. Chappell was included in a group of teachers representing 42 states, the District of Columbia, Alaska, the Canal Zone, and Hawaii as guests of the Cuban Government.

Arrangements for the United States Delegation of Teachers to Cuba were made by the Office of Education, Federal Security Agency, with the cooperation of the Department of State. The invitation was transmitted to the Department of State through the American Embassy in Havana by Dr. Aureliano Sanchez Arange, the Minister of Education in Cuba. Teachers were selected by the chief state school officers of the several states.

A special program of activities was arranged by the Cuban government for the American delegation, in reciprocity for the six weeks' training course given 1,450 Cuban teachers at Harvard University in the summer of 1900, which formed the basis for Cuba's public elementary education.

In 1900 President Charles W. Eliot of Harvard and his staff organized and offered to the teachers of Cuba an instructional course and teachers' guide. Harvard students shared their quarters

with the Cuban teachers. The City of Boston and neighboring communities subscribed more than \$80,000 to cover the cost of food and other expenses of the visitors. The United States Navy made available four transports used in the Spanish-American War which took the teachers aboard at Cuban ports and conveyed them to the Port of Boston. Later the Cuban teachers visited New York, Philadelphia, and Washington, D. C. They were greeted at the White House by President McKinley.

Accompanying the United States Teachers were representatives of the American Association of Teachers of Spanish and Portuguese, American Federation of Teachers, American Teachers Association, and the National Education Association, and an official representative from Harvard University.

Transportation from Miami to Cuba was furnished by the Cuban Government. The United States Delegation arrived at Havana on December 18, and through January 1 participated in lectures, educational demonstrations, and programs of entertainment arranged by a special committee. Two members of this committee, Dr. Ramiro Guerra Sanches, Biographer, educator, and historian, and Dr. Eduardo Lens, District Judge of Havana, took part in the special summer school course arranged for Cuban teachers at Harvard University in the year 1900.

## Board Raises Rental Fee for High School Books

High School Students will pay a \$3.00 rental fee for basal textbooks used during the 1951-52 school year instead of the \$3.00, the current year's fee, it was decided by the State Board at its January meeting.

This increase in the rental fee has been necessary, according to Superintendent Clyde A. Erwin, because of the advance in the cost of books. The cost of textbooks has been continually rising over the past three or four years, Supt. Erwin said.

## Former Greensboro Principal Becomes Dean at Northwestern

E. T. McSwain, who served as principal of a Greensboro school several years ago, has recently been appointed Dean of the School of Education at Northwestern University. Mr. McSwain had been head of Northwestern's University College since 1948.

## Rotary to Sponsor Boys and Girls Week

Rotary International will sponsor Boys and Girls Week, April 28-May 5, 1951.

This announcement was recently made by Charles M. Dyer, Assistant Secretary. Mr. Dyer also stated that Rotary has taken over the sponsorship of this observance, formerly promoted by the Boys and Girls Week Advisory Committee of the United States. Rotary has prepared program material which may be secured from local Rotary clubs.

The purpose of Boys and Girls Week is to draw public attention to the potentialities and problems of youth, emphasizing home, church, and school in the development of boys and girls; to give impetus to year-round programs of character-building and citizenship; and to acquaint the public with the youth programs of the community which are serving these purposes. Theme of this year's observance is: LOOKING FORWARD WITH YOUTH.



## BULLETIN PICKS '10 MAJOR 1950

### TAR HEEL EDUCATIONAL EVENTS

Following the example of *Educator's Washington Dispatch* in picking the Nations Ten Major Educational Events of 1950, the Bulletin has selected the following as the ten major public school educational events of North Carolina in 1950. They are as follows:

1. The appointment by the Governor of the North Carolina Communication Study Commission.

2. Approval by the State Board of Education of \$23,171,432.54 in State funds for the erection, repair and improvement of school buildings.

3. Changes in the staff of the Department of Public Instruction, which includes the retirement of N. C. Newbold as Director of Negro Education and the appointment of G. H. Ferguson as Acting Director; the appointments of Arnold E. Hoffmann as Adviser of Music, Taylor Dodson as Adviser in Physical Education, J. E. Miller as Administrative Assistant to State Superintendent Erwin, John L. Cameron as Director of the Division of Schoolhouse Planning and Surveys, Dr. A. S. Hurlburt as Director of Public Education Surveys, Homer Lassiter as Associate in the Division of Instructional Service to succeed J. E. Miller, Daisy R. Walker as Supervisor of Negro Elementary Schools; the resignation of Mrs. Eloise Camp Melton as Adviser of School Libraries; and the deaths of W. F. Credle, Consultant for the Division of Schoolhouse Planning and Surveys, and Mary Vann O'Briant, Associate in the Division of Instructional Service.

4. The flying trip made by State Superintendent Erwin to Geneva, Switzerland, to attend the Conference of Public Education sponsored by UNESCO and the International Bureau of Education.

5. The production of 13 radio programs under the title "Silent Siren" by the North Carolina Resource-Use Education Commission and seven co-operating State agencies.

6. The request of the State Board of Education to the Advisory Budget Commission for a total of \$104,070,976 and \$106,952,371 for operating the schools for the two years of the ensuing biennium, 1951-52 and 1952-53.

7. The report of the State Board of Education showing an expenditure of \$82,034,028.89 (including purchase of busses) from the Nine Months School Fund. (This does not include expenditures for vocational education, free

textbooks, rehabilitation service, and State administrative costs).

8. The report showing the expenditure of \$520,876.44 of the \$550,000 appropriated by the General Assembly of 1949 for a Child Health Program. This program has meant that during this first year thousands of children have had one or more physical defects corrected who otherwise would be still struggling along with these defects.

9. The reports from the Director of Vocational Rehabilitation that 2,625 physically and mentally handicapped persons were rehabilitated during the year 1949-50, including placement in a remunerative job.

10. The payment to the teachers employed during 1949-50 of contingent salaries amounting to a total of around \$7,200,000, thus bringing the salary schedule for A teachers to the \$2,200-\$3,100 scale, with similar increases to holders of Class B and Graduate certificates.

### Arbor Day, March 16

"Friday following the fifteenth day of March of each year shall be known as Arbor Day, to be appropriately observed by the public schools of the State".

This is a quotation from the school law, section 115-337. Schools may observe arbor day by suitable exercises and activities, including the planting of a tree. Several years ago a bulletin was prepared giving suggestions for such exercises. The supply available for distribution is exhausted, but some of the libraries may have copies.

### Erwin Requests Status Male Instructional Staff

A request to county and city superintendents was made last month by State Superintendent Clyde A. Erwin for information regarding the male instructional staff of the public schools.

This request was made as a part of a nation-wide effort of the U. S. Office of Education in ascertaining what effect military mobilization of males will have upon the public schools.

Information about male personnel was requested for three age groups: 19-25; 26-29; and 30 and above. Questions were directed to elementary and secondary fields separately as to (1) Number of members of the National Guard; (2) Total members of Reserve (active and inactive); and (3) Not member of National Guard or Reserves. Division of the first age group was



### Another Staff Member Dies

Mary Vann O'Briant, Associate in the Division of Instructional Service, died at her home in Durham on December 21 following several months illness.

Miss O'Briant was the second staff member to die recently, W. F. Credle having died on October 27 following a heart attack. She had been with the Department since July 1, 1947. Prior to that, she was supervisor of schools of Northampton County. She had been a teacher and principal at Bryson City following her graduation from Duke University in 1931.

### School Lunchroom Staff Includes Ten Supervisors

The supervisory staff of the School Lunch Program comprises ten persons, eight for white schools and two for Negroes, according to Mrs. Anne W. Maley, State Supervisor.

These ten supervisors visit the schools that have lunchrooms under the Federal assistance program, hold group meetings with lunchroom managers and other personnel, and make reports on the operation of lunchrooms.

Below is a list of the ten supervisors now employed:

Area I, Virginia Moss; Area II, Mrs. Iris Baker; Area III, Mrs. Annie Blue; Area IV, Christine Herring; Area V, Mrs. Anne Maxey; Area VI, Mrs. Sabrie W. Reid; Area VII, Mrs. Kathryn D. Woodard; Area VIII, Mrs. Mary L. Smith; Area IX, Mrs. Josephine Clanton; and Area X, Mrs. Reba Ransom.

The last named two are Negro areas. requested into veterans and non-veterans.

## Henderson School

### Head Retires

E. M. Rollins, Superintendent of the Henderson City Schools, retired on January 1.

Prior to April, 1949, Mr. Rollins had been superintendent of the Vance County Schools since 1912. He served as joint superintendent of the schools of Vance County and Henderson from 1923 to 1949. Altogether he had headed local schools for 39 years.

A native of Wake County, Mr. Rollins went to Vance County as principal of the old Benna Vista School, which later was merged into the present Zeb Vance High School. He succeeded J. C. Kittrell as County Superintendent in 1912 and the late J. T. Alderman as Superintendent of the Henderson unit in 1923.

## Brotherhood Week

### February 18-25

Brotherhood Week will be observed February 18-25 this year. This observance is sponsored by the National Conference of Christians and Jews.

Schools may participate in the observance by engaging in one or more of the following activities:

1. Assembly programs based on regular classroom work and activities—plays, pageants, etc. Panel discussions and assembly talks with students, faculty, and community leaders as participants.
  2. A Self-Audit of School Policies and Practices in Intergroup Relations, by a representative committee of a school's teaching staff, reported to entire faculty.
  3. A survey of school efforts to foster better group relations made by a representative committee of students, with a report and recommendations to be presented at a school assembly.
  4. Surveys of intergroup relations in the community by social studies classes.
  5. Institutes and conferences of teachers to consider the philosophy and purposes of intergroup education, to become acquainted with materials and techniques, and to develop plans for specific projects.
  6. Poster and book displays on intergroup relations.
  7. Awards for creative work and outstanding efforts by individuals or class groups in producing essays, posters, assembly scripts, dramatic presentations, etc.
- Aids of various kinds are available from the National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, N. Y.

## 9,000 N. C. PUPILS COME FROM OTHER STATES

Approximately 9,000 of the 864,154 pupils enrolled in North Carolina's public schools last year came from other states after school opened in this State, according to figures compiled recently by H. C. West, statistician for the State Department of Public Instruction.

This is the greatest number of transfers from other states since the peak year of 1945-46 when a total of 9,500 children from other states enrolled in North Carolina schools after the schools in this State opened. The figures do not include children moving into

the State during the period when the schools were not in session. Such children were enrolled at the beginning of the term along with the children of native residents and others who make their homes in the State.

According to Mr. West's tabulation, 7,529 of these transfers were white and 1,483 were Negro. Nearly all, 8,106, were enrolled in the elementary schools. Only 906 were classified as high school.

The following table shows the record of these transfers for the past six years:

PUPILS COMING FROM OTHER STATES

YEAR	WHITE			NEGRO			GRAND TOTAL
	Elcm.	High	Total	Elcm.	High	Total	
1944-45.....	5,638	563	6,201	748	59	807	7,008
1945-46.....	7,760	841	8,601	892	67	959	9,560
1946-47.....	5,939	717	6,656	1,341	376	1,717	8,373
1947-48.....	5,687	594	6,281	1,161	139	1,300	7,581
1948-49.....	5,282	568	5,850	1,163	136	1,299	7,149
1949-50.....	6,779	750	7,529	1,327	156	1,483	9,012

## Brown Writes Chapter For 1951 Yearbook

"Teaching for the Distributive Occupations" is the title of a chapter prepared by T. Carl Brown, State Supervisor Distributive Education, for the 1951 American Business Education Yearbook.

This chapter describes practices followed by 64 local coordinators of distributive education in implementing the various principles of teaching for the distributive occupations. Practices described by Mr. Brown are those which have been used and tested by the contributors.

## School Children Give \$1,359.26 to U. N. Fountain

North Carolina school children have contributed to date (January 12) a total of \$1,359.26 toward the erection of a Central Fountain at United Nations Headquarters, New York City, according to Mrs. W. Kerr Scott, State Chairman.

This contribution is short of the State's quota of \$2,000.00 by \$640.74. Mrs. Scott states; but since some units have not been heard from, she is of the opinion that the State's goal will be approached more closely when all units have reported.

There has been no effort to "pressure" any child into contributing to this project. It has been launched purely on a voluntary basis.

## Douglas Urges Filing of Accident Reports

Bus accident reports and "Employer's Report of Accident to Employee" should be filed promptly after accident occurs, C. D. Douglas, Controller for the State Board of Education recently wrote superintendents.

The law requires that the latter report be filed within five days after knowledge of accident, Mr. Douglas pointed out. Such reports should be made in duplicate, together with duplicate copies of all medical and hospital bills. Reports of any transportation accident should be made on Form TD25 in duplicate, together with hospital and medical bills, he said.

## Board Names Superintendents as Advisory Committee

Five superintendents were selected by Chairman H. P. Taylor of the State Board of Education to advise with the Legislative Committee of the Board in the matter of transporting children attending city schools.

They are: J. W. Byers of Asheville, B. L. Smith of Greensboro, Elmer H. Garinger of Charlotte, D. H. Conley of Pitt County (Greenville) and Ralph Brimley of Forsyth County (Winston-Salem). Superintendents J. H. Knox of Salisbury and R. B. Griffin of Person County (Roxboro) were named as alternates.

# COMMISSIONER McGRATH RECOMMENDS HEALTH AND FITNESS FOR MEETING MANPOWER NEEDS

Commissioner Earl J. McGrath in a Defense Information Bulletin recently pointed out the possibility of a long time emergency and recommended effective school health, physical education, and recreation programs for meeting the Nation's manpower.

The grave possibility exists, Commissioner McGrath stated, that the present emergency may continue for a generation or longer. To meet its heavy obligation, he said, this Nation must take steps to insure the conservation and most effective use of all its available manpower. The children and youth in our schools today will be the workers and soldiers of tomorrow. They must be prepared to meet the demands which will be made on them. Effective school health, physical education, and recreation programs can make major contributions to meeting the Nation's manpower needs.

Educators have long held that our schools should provide children with the opportunity to grow in health and fitness. To this end, professional associations, through the National Conference for Mobilization of Education and the Federal Security Agency, Office of Education, recommend as a minimum the following school health and fitness program for every child in our country:

(a) A thorough medical and dental examination of all children on or before admission to school and at least three times thereafter—in intermediate grades, in late elementary or junior high school, and before leaving high school—and at such other times as may be considered advisable.

(b) A program of daily observation by all teachers, for signs of possible deviation from normal and referral of children with such signs, through the parents, to physicians or dentists for careful examination and necessary treatment.

(c) A coordinated follow-up program through which the schools encourage parents to provide needed corrective and protective measures.

(d) Organized health instruction, based on scientific information, which will lead to the formation of desirable habits, attitudes, and appreciations in physical and mental health.

(e) An administrative program which is concerned with healthful school living, the individual development of children and youth, and the influence on mental and emotional health of such factors as daily program, testing, homework, methods of instruction, and standards for promotion.

(f) A physical education program which provides planned instruction in activities suited to the sex, grade, ability, and special needs of the pupils.

(g) A well-rounded recreation program including provision for camping, outdoor education, and other recreational and social activities which will carry over into after-school life.

The schools of America share with other groups the responsibility for the development of strong and able generations. Individuals, official and voluntary organizations, and professional groups should be brought into active cooperation to achieve the objectives of the school program of health and fitness.

## Teachers May Get Catalog

A catalog "Teaching Aids for Financial Security Education" may be secured by teachers from the Institute of Life Insurance, 488 Madison Ave., New York 22, N. Y.

The catalog tests free and inexpensive booklets, charts, film strips, and motion pictures. The University of North Carolina, Chapel Hill, is listed as the source of the Institute's films available to schools.

## \$2200-\$3100 Pay Scale Imperative Says Governor

"I regard it as imperative that we bring our teachers' pay scale up to at least the \$2,200-\$3,100 bracket without attaching contingency appropriation strings to it".

This is what Governor Scott told the members of the General Assembly of 1951 in his special budget message, delivered before a joint session of the two houses on January 8. The Budget Appropriation Bill prepared by the Advisory Budget Commission recommended an appropriation for the support of the public schools based on a pay scale for teachers which is being currently followed but not including the contingency pay amounting to over \$7,200,000 which was paid to teachers employed in 1949-50.

"To establish teachers' salaries at this level (\$2,200-\$3,100) on the basis of present teacher load", the Governor pointed out, "would require additional amounts estimated at \$8,058,381 for the first year of the new biennium, and \$9,563,276 for the second—or a total of \$17,621,657".

The Governor also recommended salary increments for State employees, other than school teachers.

## Department Issues Bulletin on Food Service

"Food Service in North Carolina Public Schools" is the title of the latest bulletin issued by the Department of Public Instruction.

Bound in a green-yellow paper cover, the publication has 105 pages together with a number of tip-ins of charts and drawings of equipment and lighting layouts for serving 100, 300, 500 and 1,000 pupils and other aspects of a school lunchroom. It also contains a number of illustrations of actual lunch-room activities.

The bulletin was prepared by a large committee, representative of many professions, agencies and other organizations to serve as an aid in the further development and better understanding of the State School Lunch Program. It is divided into eight main sections as follows:

- I. History of School Feeding
- II. Organization and Administration
- III. Facilities
- IV. Personnel
- V. Foods and Nutrition
- VI. Educational Aspects
- VII. Evaluation
- VIII. Suggested References.

Copies of the bulletin may be obtained from the Division of Publications, State Department of Public Instruction, Raleigh, N. C. at 75 cents a copy.

## Association Adds Two Schools to Negro Approved List

Two North Carolina Negro high schools, the C. M. Eppes High School at Greenville and the Richard B. Harrison High School at Selma, were approved by the Executive Committee of the Southern Association of Colleges and Secondary Schools at the annual meeting of the Commission held in Richmond, Virginia, December, 1950.

The addition of these two schools to the approved list of schools approved by the Southern Association makes a total of 31. The eleven North Carolina senior colleges for Negroes are also on the approved list, all with Class A rating. The Committee also voted that no class B rating would be granted after 1950-51.

North Carolina's 31 approved high schools is the greatest among the states concerned. Other states have the following number of high schools for Negroes approved by the Southern association: Georgia 20; Alabama 18; Texas 17; Virginia 16; Kentucky 13; South Carolina 10; Louisiana 9; Florida 8; Mississippi 7; and Tennessee 6.



# THE ATTORNEY GENERAL RULES

## Adoption of Textbooks for Elementary Grades; What Subjects May Be Included in Textbook adoptions and in the Furnishing of such Books in the Elementary Schools.

*In reply to your inquiry:* In conference with you today, you state that the question has arisen as to the authority of the State Board of Education to adopt for free distribution in the Elementary Schools textbooks upon subjects other than those specifically mentioned in G. S. 115-62. The question in particular relates to the adoption of textbooks in Science which is not one of the subjects in G. S. 115-62. The question would also involve the right to provide for the free distribution of such elementary textbooks if they are adopted.

G. S. 115-62 provides that the County Board of Education shall provide for the teaching of the following subjects in all Elementary Schools: "Spelling, reading, writing, grammar, language and composition, English, arithmetic, drawing, geography, the history and geography of North Carolina, history of the United States, elements of agriculture, health education, including the nature and effect of alcoholic drinks and narcotics, and fire prevention".

This section then states that it shall be the duty of the State Superintendent of Public Instruction to prepare a course of study outlining these and other subjects that may be taught in the Elementary Schools, arranging the subjects by grades and classes, giving directions as to the best methods of teaching them and including type lessons for the guidance of teachers. This section then provides that the Board of Education shall require these subjects in both public and private schools to be taught in the English language.

G. S. 115-258 provides that the State Board of Education is hereby authorized to adopt, for the exclusive use in the public elementary schools of North Carolina, textbooks and publications including instructional materials, to meet the needs of such schools in each grade and on each subject matter in which instruction is required to be given by law.

G. S. 115-5 provides that upon request of the County Board of Education or the Board of Trustees of a City Administrative Unit, the State Board of Education shall provide for the operation of a school system to embrace twelve grades in accordance with such plans as may be promulgated by the State Superintendent of Public Instruction in any high school district for which such request is made at the time the organizational statement is submitted.

G. S. 115-278.3 provides that upon recommendation of the State Superintendent the board shall adopt a standard course of study for each grade in the Elementary Schools and in the High Schools. The statute provides that these courses of study shall set forth what subjects shall be taught in each grade and outline the number of basal and supplementary books on each subject to be used in each grade.

G. S. 115-261 provides that all textbooks to be adopted by the State Board of Education shall be basal books or supplementary books necessary to complete the course of study.

You state to me that you have, as State Superintendent of Public Instruction, recommended a course of study outlining the subjects specifically mentioned in G. S. 115-62 and G. S. 115-278.3, and in addition thereto, under the authority given you by these sections, you have included the subjects of Science, Art, Music, Health and Physical Education and other subjects, all of which subjects are required to be taught in the Elementary Schools of the State. The State Board of Education has adopted these subjects as basal subjects to be taught in the Elementary Schools.

You state to me that until this question arose, these textbooks for these additional subjects had been provided for the Elementary Schools for distribution to them, and that this practice had not been challenged by anyone.

Based upon the information which you give me, I am of the opinion that the State Board of Education would have a right to adopt basal textbooks in Science for free distribution to the Elementary Schools of the State. The furnishing of these basal textbooks in Elementary Schools would be limited to such grade or grades as may be authorized by the State Board of Education and approved by the State Superintendent of Public Instruction.—Attorney General, December, 1950.

## County Board of Education.

*In reply to your inquiry:* This is to acknowledge receipt of your letter dated December 19, 1950, requesting reply to letter of Superintendent..... Please be advised that the Board of Education, in our opinion, does not have authority to enlarge and improve a privately owned pipe line in order to improve its own water service and fire protection. The Board of Education does not have authority to purchase, improve and operate a water line serving a great many private customers. I wish further to advise that a privately owned pipe line serving customers should apply for and secure a certificate of public convenience and necessity from the N. C. Utilities Commission. The Commissioner has supervision and authority to require service to meet the needs of the customers served.

It is therefore, suggested that the N. C. Utilities Commission be advised as to the name of the privately owned pipe line serving private residences in order that the matters raised in the letter of Mr....., Superintendent, can be corrected.—Attorney General, December, 1950.

## Criminal Procedure; Confiscation of Intoxicating Beverages.

*In reply to your inquiry:* I acknowledge receipt of your letter in which you make the following inquiries:

"It seems that the Sheriff of this County confiscated several cases of beer which he still holds. Is there any legal way that this can be disposed of so that the school fund may get credit for same?"

"If there is a law providing for the manner in which A.B.C. whiskey when seized can be disposed of I shall thank you to give me the law about this".

I know of no statutory authority by which confiscated beer may be sold and the proceeds derived therefrom turned over to the school fund.

However, G. S. 18-13 provides that any tax-paid liquor so seized shall within ten days be turned over to the Board of County Commissioners, which shall within ninety days from receipt thereof turn it over to hospitals for medicinal purposes, or sell it to legalized alcoholic beverage control stores within the State of North Carolina, the proceeds of such sale being placed in the school fund of the county in which such seizure was made, or destroy it.—Attorney General, November, 1950.

## Looking Back

### 5 YEARS AGO

(N.C. Public School Bulletin, February 1946)

Mrs. Anne W. Maley has been appointed to succeed Mrs. Lorine M. Moore as State Supervisor of the Child Feeding Program.

Murray D. Thornburg and Q. E. Mathis have been added to the Division of Vocational Education, State Department of Public Instruction, as assistant supervisors of trade and industrial education, it is announced by T. E. Browne, Director.

On November 16, delegates of 44 counties, meeting in London, gave final approval to a Constitution for a United Nations Educational, Scientific and Cultural Organization.

A Conference of the supervisors of the State has been called by Dr. J. Henry Highsmith, Director of the Division of Instructional Service of the State Department of Public Instruction, to meet in Raleigh on February 15-16.

A Conference of the members of the staff of the Rehabilitation Division, Department of Public Instruction, was held in Raleigh on January 14-15.

### 10 YEARS AGO

(N.C. Public School Bulletin, February 1941)

The State Board of Education recently authorized the issuance of graduate certificates to those teachers qualified to hold or holding the Class A certificates, and in addition have three or more years of teaching experience and a Master's degree from an institution of higher learning with recognized graduate standards approved by the Department of Public Instruction.

Many boards of education are drafting special personnel policies to provide leaves of absence to teachers and other school employees called for military training.

Dr. John H. Cook, head of the Department of Education at Woman's College, Greensboro, and veteran educator, died suddenly from a heart attack suffered on January 16.

The presidents or heads of the Departments of Education of the colleges of the State engaged in the training of teachers have been invited by State Superintendent Clyde A. Erwin to attend a Conference on Guidance at Duke University on February 14-15.

"Science for the Elementary School", a 116-page publication prepared by Julia Wetherington, Associate in the Division of Instructional Service, with the assistance of committees of teachers and principals, came from the press early in January and a supply has been sent to county and city superintendents for distribution to all elementary teachers.



## Former Chowan Superintendent Dies

R. H. Bachman, superintendent of Chowan County schools from 1922 to 1933, died at his home in Edenton December 21. Mr. Bachman was 82 years old.

He went to Edenton in 1903 and helped organize the Edenton graded schools. He had served as principal and superintendent in a number of places in Virginia and Alabama before coming to North Carolina.

## Board Adopts Science Tests for Use in Elementary Grades

A series of science texts for basal use in the elementary grades was adopted by the State Board of Education at its regular meeting on January 4, 1951.

Our World of Science Series published by Ginn and Company is the title of the series adopted. Grade by grade titles and State retail prices are as follows:

Grade 1, Science All About Us.....	\$1.28
Grade 2, Science Through the Year.....	1.38
Grade 3, Science Every Day.....	1.45
Grade 4, Exploring in Science.....	1.59
Grade 5, Working with Science.....	1.69
Grade 6, New Ideas in Science.....	1.76
Grade 7, Going Forward with Science.....	1.83
Grade 8, Science Plans for Tomorrow.....	1.94

Under conditions of the contract, the State may purchase these books at a twenty per cent discount. However, it is learned that the books will be introduced gradually by the State, beginning with the purchase of books on the upper level and these will be furnished free to the schools.

## Making Today's News

Durham, City school teachers today received \$100 of the local school supplement, an amount totaling \$39,183.82, according to John Woodward, business manager. —Durham Sun, December 15.

Harnett. Harnett county's school construction program is just about one-third completed and \$213,890 of the \$678,220 appropriated for the work has been spent. —Raleigh News and Observer, December 14.

Greensboro. City School Superintendent B. L. Smith told the Board of Education last night that the tense world situation poses a serious threat to the school system's faculties. —Greensboro News, December 20.

Mitchell. Bids submitted Wednesday on school improvement proposals in Mitchell County were rejected because they exceed budget estimates of the State and county school bonds, Supt. Jason B. Dayton announced. —Shelby Star, December 22.

Columbus. The Board of Education and the Board of Commissioners were enjoined Monday from proceeding with letting a contract for the construction of a new high school building in the Old Dock-Nakina-Guide-way area of Columbus County. —Chadbourn News, December 27.

Alamance. Contracts for expansion of two schools in the county system have been let, and plans are being developed to the extent that bids will be called for four others by the end of January, according to information released today by Superintendent M. E. Yount. —Durham Herald, December 31, 1950.

Hertford. The Hertford County schools will have a Public Relations Banquet during January at which Everette Miller, administrative assistant to Dr. Clyde Erwin, will be the principal speaker, Superintendent R. F. Martin said today. —Ahoskie News, January 3.

Iredell. Iredell has been selected as one of three counties in North Carolina to participate in curriculum guidance study, it was brought out at the meeting of the Iredell board of education held Tuesday. —Charlotte Observer, January 5.

Robeson. The Robeson public forum of the air will return to the air Sunday night at 8:30 o'clock over radio station WTSE with a discussion of the subject "Vocational Education in the Lumberton City Schools." —Charlotte Observer, January 6.

Catawba. Plans were approved here Tuesday afternoon for Catawba county's first new consolidated high school, to be built under a three-and-three-quarter million dollar bond issued authorized by Catawbanians in 1949. —Hickory Record, January 3.

# NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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## North Carolina's Teacher Load Second Among States

With an average of 29.3 pupils in average daily attendance per teacher, North Carolina ranks next to Mississippi which is first with an average of 30.3 pupils per teacher, according to Statistics of State School System, 1948-49, a statistical circular recently released by the U. S. Office of Education.

Average for the nation, according to this circular, is 24.5 pupils per teacher. Averages for other South Atlantic States are as follows: Delaware 21.7; Maryland 26.6; Virginia 28.2; West Virginia 28.1; South Carolina 24.3; Georgia 24.6; and Florida 24.2.

Four East South Central States, the Circular shows, have average pupils per teacher as follows: Kentucky 25.9; Tennessee 25.9; Alabama 26.6; Mississippi 30.3.

## Morning Daily Names Marrow Tar Heel of the Week

Superintendent H. B. Marrow of Johnston County was named "Tar Heel of the Week" in the Sunday feature section of a recent edition of the Raleigh News and Observer.

A three-column article by Jack Riley, feature writer and Professor of Journalism of the State University, accompanied by a photograph by the noted photographer, Robert L. Shoaf of Lexington, told the story of Superintendent Marrow and his work as one of the State's outstanding county superintendents.

After Marrow had been superintendent of the Smithfield city schools for four years, the article states, he decided to practice law. Due to the illness of the county superintendent he was asked to help out there on a temporary basis. This temporary job lasted twenty-eight years, during which time the Johnston County Schools have undergone much change. The article commends Marrow for the part that he has played in the improvement of the county's public schools.

## COMMISSIONER McGRATH REPORTS NEED FOR BETTER EDUCATION

"We need much more and much better education than ever before if the people of the United States are to achieve the strength for defense which is essential to the long pull ahead", states U. S. Commissioner Earl J. McGrath in the 1950 Annual Report of the Office of Education made public recently.

"If the United States is to fulfill its obligation as a world power, it must have trained leaders supported by an informed electorate", Dr. McGrath reports. "In helping to meet this need, American Education faces one of its greatest challenges".

"Schools of today", the Commissioner points out, "are on the whole doing a better job than formerly—not merely as good a job, but a better one—in teaching reading, writing, and arithmetic. . . . Evidence also indicates that the students of today are getting something their forebears did not find in school in anything like the same proportions—they are learning the three R's of citizenship—Rights, Respect, and Responsibilities".

Some of the critical needs discussed by Dr. McGrath are: (1) A shortage of fully qualified elementary school teachers, (2) A grave shortage of school facilities, and (3) a better program for exceptional children and adults. "The Nation's children", he said, "cannot be put into cold storage for the duration of the emergency, and then later moved through an academic hothouse for forced growth".

## Department Lists Aids In Teaching Math

A list of films and film strips for use in teaching mathematics has been prepared by the Division of Instructional Service, State Department of Public Instruction. A copy of this list may be secured from H. A. Shannon, Raleigh, Adviser in Science and Mathematics for the Department.

## Solons Introduce Bill Covering "Left-Out" Teachers

A bill has been introduced into the 1951 General Assembly by Buncombe County representatives Taylor, Love and Gudgeon to provide for an increase on salaries to teachers, principals, and superintendents not covered under the contingency appropriation made by the 1949 Legislature.

The Buncombe solons' bill provides for an appropriation of \$618,312 to the State Board of Education with which (1) to pay teachers holding grade C, Elementary A, Elementary B and non-standard certificates, salary increases for 1949-50 on the same basis as that paid to teachers holding A, B, and G certificates under the contingent salary increase provision of Section 203, Ch. 1249, Session Laws, 1949, as amended by Ch. 1291; and (2) to pay vocational day teachers of trade and industrial education and distributive education, classified principals, and school superintendents salary increases for the year 1949-50 of 10%, which increases are not to exceed \$38 per month for each month of employment.

## FEATURES

	Page
Commissioner McGrath Reports Need for Better Education.....	1
Superintendent Erwin Says.....	2
Education Promotes Business.....	3
Pitt and Greenville School Heads Study Cases for Draft Rejectees.....	6
The General Assembly of North Carolina Do Enact.....	15



# Superintendent Erwin Says . . .

LAST summer I had the pleasure of representing the United States at an International Conference on Public Education in Geneva. In closing the report on education in this country it seemed appropriate to coin this thought: "Education is a common denominator in human understanding." During the last few months the truth of this statement has been more convincingly established. Some of our teachers and superintendents have been invited to foreign countries as education consultants. Recently, our North Carolina school system has been honored with delegations of foreign educators from Japan, Germany, Bavaria, Okinawa, and other countries. As these professional men have visited and observed in our Department and in the schools of our State, it has become more apparent than ever that education is a basic media through which understanding can occur and mutual good will be engendered.

In talking with our friends from around the world it is both revealing and encouraging to discover that school administrators and teachers, wherever they work, have the same dreams and the same aspirations for the youth of their particular culture. This interchange of people and of ideas will no doubt do much to increase our appreciation for our common cause, which is universal education. Likewise, we are heartened by the conviction that these opportunities will quicken understandings and thereby more quickly reap for all peoples the benefits of world peace.

This system of exchange of ideas is pertinent to our own well-being in North Carolina. In too many instances county lines within our State constitute barriers to a better system of public education. At this time in the progressive history of education in North Carolina, it is imperative that we look beyond our administrative boundaries and learn of one another. Inter-visitatation among superintendents and teachers is a wholesome technique in improving the status of our profession and in securing the best "know-how" by which new opportunities can be planned for the youth of our State. New ideas in school plant construction, new ideas in curricular experiences, new ideas in site beautification and utilization—these and many other new and fine ideas are emerging in our State. As foreign educators profit from their observations in our country, so we, too, may profit from intervisitatation and from observation of the fine things existing in North Carolina.

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CLYDE A. ERWIN  
State Supt. of Public Instruction

EDITOR  
L. H. JOBE  
Director, Division of Publications

# Ye Editor Comments . . .

## Guest Editorials

Some people may call it "pure laziness," but we hasten to assure you that the following editorials are presented here for three reasons: (1) It saves us time during a busy season, (2) they are good editorials, said better than we can say them, and pertinent to these times, and (3) they should have a wider distribution. We hope therefore that we may be pardoned for their repetition in these columns.

## NOTE ON CHECKS

*(Guest Editorial)*

When the State Department of Public Instruction sought several days to buy its supply of blank checks for school administrative units, it found that bids ran 20 per cent above what such checks cost two years ago.

Surely there's an analogy to draw from that. If these checks, blank checks, cost that much more themselves, what about the value that they will have when they are filled out? If their cost has gone up, so has the cost of everything else which they will go, when cashed, to buy.

A check that is made out for the same now that it was made out for, say, last year, has lost considerable of its purchasing power; and that loss is not relieved when prices are frozen as of their level of January 25. Thus, if teachers' salaries for the next biennium are held as of now, they will represent a distinct loss; if the contingency pay which the teachers received this year should by any chance be missing in the future the loss will be that much sharper. If the school appropriation is held precisely as it is, the difference, with increased enrollment to be met and contracted increments to be considered, will have to be taken out in either pay below this year's scale or increased teacher load.

Yessir, that increased cost of blank checks for the State Department of Public Instruction points ahead to how much less can be expected of them when they are made payable to and duly signed. The higher the blank checks come, the cheaper they become for the persons who ultimately receive them.

—Greensboro News, February 2, 1951

## EDUCATION PROMOTES BUSINESS

*(Guest Editorial)*

We address ourselves to the businessmen of Lincoln County and the purpose of our remarks is to direct their attention to education as the greatest promoter of business that exists in the world today.

We have been conscious of some businessmen, when they pay their taxes, complaining of the cost of education. Actually, they are now reaping the benefits of money expended in the past in this county and elsewhere for the purpose of educating boys and girls.

We have no figures available for the present but, if one reflects, we are satisfied he will be convinced that the greater the average education level in any area, the greater the economic activity. Ignorant people do not have the desire to purchase anything more than the rudimentary necessities of life. Educated people, on the other hand, with varied interests, buy the products of modern industry.

If one glances around the world today and stops long enough to consider the economic activity of the undeveloped areas, one will be impressed with the absence of business, except in the most rudimentary form. If, by a miracle, one could transform the semi-barbarous inhabitants of a Pacific island into individuals possessing the average intelligence of the people in this country, one would find economic activity increasing in direct proportion to the education of the inhabitants.

We call attention to this matter because business men, in their quest to lower expenses, should not begrudge the taxes that they pay to support our public schools. In the United States, almost alone among the nations of the earth, education is the birthright of every child. In the public schools they learn the fundamental principles of democracy and begin to understand how to get along with their fellow men. The result is seen in the increased desires of individuals which means, through the years, the urge to make money in order to acquire what one has learned to desire.

—Lincolnton Times, January 25, 1951.

## AMERICAN UNIVERSITY SPONSORS WORLD AFFAIRS INSTITUTE

The Seventh Annual Session of the Institute on the Position of the United States in World Affairs will be held in Washington, D. C., during the summer of 1951. This Institute is sponsored jointly by The American University and Civic Education Service, both of which are located in the nation's capital.

While most of the meetings of the Institute will be held on the campus of The American University, arrangements will be made to hold some meetings in the New State Department Building, in the buildings of the Pan American Union, at the National Airport, and in other appropriate places that may be available. The group enrolled in the Institute will spend several days at the headquarters of the United Nations in New York City and at Lake Success. They also will have an opportunity to visit two or three of the embassies of foreign countries in Washington.

The 1951 session of the Institute will start with a buffet supper and informal reception in the late afternoon of Sunday, June 17. An ambassador from another country and certain members of his staff will be the guests of honor at this affair. The regular meetings of the group will begin on Monday, June 18 and will continue for a period of six weeks.

The American University grants six graduate credits to those students who enroll for the entire six weeks period of the Institute and who complete the program of work satisfactorily. A few undergraduate students may be enrolled under special circumstances. Auditors are admitted for periods of time shorter than six weeks, but do not earn graduate credit. This Institute has been fortunate from the beginning in its ability to secure prominent speakers in the field of foreign affairs. An imposing list of Ambassadors, Members of Congress, and Officers in the Governmental Service has appeared on the program each summer. Equally prominent people will be on the program for 1951.

The tuition rate for the Institute is \$80.00 for the full period of six weeks. Auditors are admitted at the rate of \$15.00 per week for tuition. These amounts do not include transportation, meals, or rooms. Nor do they cover the additional costs incurred in the trip to the United Nations headquarters. The estimated cost of the trip to U. N. Headquarters, including railroad fare,

hotel room and meals is about \$50.00. This trip is scheduled tentatively for Thursday and Friday, July 12 and 13.

All inquiries, enrollments, and other correspondence concerning the Institute should be addressed to: Dr. Samuel E. Burr, Jr., Director, The Institute on the Position of the United States in World Affairs, The American University, Washington 16, D. C. Early registration is advised, wherever possible, although applicants for admission to the Institute will be accepted up to the opening date, if vacancies remain up to that time. Campus rooms will be assigned in the order that applications are received.

### Schools Cannot Operate On Budget Recommendations

In a statement adopted at its February meeting the State Board of Education declared emphatically that the schools cannot operate on the appropriations recommended by the Advisory Budget Commission for the next biennium.

The Commission in its proposed appropriation Bill recommended appropriations of \$85,898,492 and \$86,914,274, respectively, for the ensuing two years. Actually, however, including the contingency salaries paid teachers holding Class G, A, and B certificates, expenditures for the 1949-50 term totaled \$88,852,738; and when payments for 1950-51 are made including such salaries a total of \$90,962,446 will be made for the current year. Thus recommended appropriations for the ensuing biennium are three and five million dollars less than expended for 1949-50.

"Unless the suggested budget is substantially increased by the General Assembly", the Board stated, "it will be utterly impossible to operate the schools on their present levels". "Furthermore", the Board declared, "it may even be impossible to avert a disastrous deterioration in the State school system".

The Board had requested funds totalling \$95,897,119 and \$98,736,829 for the next two years. This request is based on a salary schedule of \$2,200 to \$3,100 for Class A teachers, with increases for teachers holding other certificates in proportion.

## Care-Unesco Program Includes Books For Children

Ferdinand the Bull, Mother Goose and other story characters loved by American children can now be sent as ambassadors of good-will to the youngsters of Europe and Asia through the CARE-UNESCO Children's Book Fund.

Launched to promote friendship and understanding between the world's youth, the new program supplements the existing CARE-UNESCO Book Fund, which sends new scientific and technical works overseas. Cash donations from American individuals or groups are used to buy and deliver new American children's literature to overseas schools, libraries, orphanages and other institutions serving young people.

Contributions in any amount sent to the Children's Book Fund, CARE, 20 Broad Street, New York 5, N. Y., or local CARE offices, are applied toward package units for two types of Book Shelf: A series of 34 picture books for young children, or a collection of 33 books written for older boys and girls who are learning English as a second language. Each Shelf is packaged in five units priced at \$10 each, or \$50 for a complete Shelf.

Contributions under \$10 are pooled in the general fund. Donors of \$10 or more may designate any combination of book package units; the country and specific institution, or kind of institution, they want their gift to reach. Their name and address accompanies each book package delivered, so that the recipients know who has sent the gift. In turn, the donors receive the customary CARE receipt giving the name and address of the recipient.

Further person-to-person contacts are encouraged by a printed letter which is included in each children's book package, asking the recipient to write to the donor.

For reasons of durability, health, selectivity and economy in operations, no used books can be accepted for the program. Non-profit CARE is able to buy, ship and deliver new books at the lowest possible cost because it receives special publishers' discounts, and customs-and-duty-free guarantees from foreign governments.

Countries CARE plans to serve through contributions sent to the Children's Book Fund include: Austria, Belgium, Great Britain, Finland, Greece, Western Germany and all Berlin, India, Italy, Japan, the Netherlands, Norway, Pakistan, the Philippines and Israel. Arrangements are also pending to extend the program to additional Near and Far East countries.



## Smith Receives Honor

J. Warren Smith, Director of Vocational Education, has been appointed by U. S. Commissioner Earl J. McGrath to serve as an alternate member for a three-year term on the Commission on Life Adjustment Education for Youth.

Mr. Smith will serve as an alternate to Harry C. Schmid, State Director of Vocational Education of Minnesota, and will represent the National Association of State Directors of Vocational Education. He will attend meetings which Mr. Schmid cannot attend and will be called upon to serve as a speaker and consultant to life adjustment meetings and conferences throughout the country.

## Burlington City Schools Report Expansion and Progress

A recent report on activities of the Burlington City Schools during 1950 shows much expansion and progress.

This progress was indicated in a number of fields—building and finance, music, cafeterias, health program, enrollment, number of teachers, graduates, instructional materials, and a professional study program.

A new high school building fully equipped was completed. New facilities, streets and sidewalks, vocational shops, playgrounds, water lines, roofs, walls, floors, etc. were projects begun or completed in or near other buildings. Participation in cafeterias, equipped with new equipment, reached nearly 100%. Greater interest and participation in music programs—classes, and oratoria—was manifest.

The school health program developed into a sound and positive service, with pre-school conferences held at the beginning of the year.

Enrollment increased by 200 pupils resulting in the addition of five teachers. Graduates of the high school numbered 185, with 42% going to college. An increase in the supply of instructional materials—supplementary books, records, sound films, and film strips—was made.

Workshops in science and other teacher programs for the professional improvement of teaching were conducted.

All elementary schools, it was pointed out, are accredited on the basis of State standards, and both high schools are accredited by the Southern Association of Secondary Schools and Colleges.

## S. C. BOARD ADOPTS RESOLUTION AGAINST SALE OF DRINKS, CANDIES

South Carolina's State Board of Education recently adopted a resolution against the sale of soft drinks and candies to pupils during school hours on school premises.

The resolution states "That the State Board of Education requests all school administrators and officials in the public schools, in the interest of better health habits and better education throughout South Carolina, to refrain from allowing the sale of soft drinks and candies to pupils during school hours on the school premises and to encourage pupils' participation in the school lunch program and the sale of wholesome foods where a complete lunch is not possible and further that the State Superintendent as secretary of the Board be authorized to notify all school administrators at the Board's request".

In North Carolina this matter is handled as a regulation in the operation of the School Lunch Program. This rule reads as follows:

"The sale of any food items near the lunch period (the period during which the lunch is actually being served to children) should be discouraged. If for any reason school officials should deem it necessary to serve foods at periods other than the noon hour, only the following items are approved: milk, tomato juice, fresh fruit juice, ice cream, and fresh fruits. Where such items are sold, the operation must in every way be a separate undertaking from that of the School Lunch Program, and must not be allowed to supplant or interfere in any way with the accepted ideals and aims of wholesome school lunches for school children. Lunchroom personnel may not be used for handling any of the above".

Similar action has been taken in other states.

Such action is in tune with the Council on Foods of the American Medical Association. This council has gone on record as being opposed to the sale of carbonated beverages on school premises. In the opinion of the Council, money spent on soft drinks should be spent on foods of higher nutritive value.

According to Mrs. Anne W. Maley, State Supervisor of the School Lunch Program, it makes just as much sense to sell "comic books" to the pupils in place of textbooks for their mental diet as to sell soft drinks and candies to them in order to fill their physical needs.

## Students May Choose Branch of Service

College students who are now entitled to have their induction into the armed forces postponed until the end of the current academic year may also choose their branch of service (Army, Navy, or Air Force) to the extent of available openings in each service, it was recently announced by Commissioner Earl J. McGrath, U. S. Office of Education.

Students affected are those who have had or may have their induction postponed under section 6 (i) (2) of the Selective Service Act of 1948. This section states that "any person who, while satisfactorily pursuing a full-time course of instruction at a college, university, or similar institution of learning, is ordered to report for induction—shall, upon the facts being presented to the local board, have his induction . . . postponed (A) until the end of such academic year or (B) until he ceases satisfactorily to pursue such course of instruction, whichever is the earlier". (National Selective Service headquarters considers the academic year to extend from September of one year through June of the following year.)

Heretofore, an interservice agreement of August 9, 1948, precluded the voluntary enlistment of a man after he had received notice to report for his pre-induction physical examination. This agreement has been rescinded by the Secretary of Defense.

Moreover, section 15(d) of the Selective Service Act of 1948 provides that "no person shall be accepted for enlistment after he has received orders to report for induction". To make it possible for students to enlist after receiving their orders to report for induction, the Director of Selective Service has agreed to reopen in the last month of the college year the classification of all students who were ordered to report for induction during the year but whose induction was postponed and who desire to volunteer by enlistment in a service of their choice. The reopening of the classification will require the cancellation of any order to report for induction which might have been issued, and thereby the right of the student to enlist in the service of his choice, to the extent of available openings, will be renewed. Only the National Selective Service Director and the State Selective Service Directors are authorized to reopen classification.

## PITT AND GREENVILLE SCHOOL HEADS STUDY CAUSES FOR DRAFT REJECTEES

Why have so many boys been rejected for army service?

To get an answer to this and other related questions, Superintendents J. H. Rose of Greenville City Schools and D. H. Conley of Pitt County Schools made a study of the rejectees of Pitt County. They have produced some interesting aspects of this whole subject.

The Army provides that all draftees shall pass a true-false or multiple choice test before he is accepted. "Why", these superintendents ask, "should a man who is making a living in a skilled trade be refused by the Army because he can't pass a true-false or a multiple choice examination"? Such a test, they say, is not a mental test at all—but an achievement test based on a person's ability to read. The test cannot measure the mental ability of a person who can't read fairly well.

Some of those who were rejected were mechanics, pressers, shoe repairmen, bakers, and cooks.

Another question raised by the superintendents was: How can the Army reject a man who can cook and then turn around and draft a college man and use him as a laborer? The theory that only educated men can serve in the Army doesn't make sense, these men feel.

Almost all who failed the Army's mental examination were found by the superintendents to have little or no education. Some never did go to school, some went for only a few grades, and very few reached high school.

### Safety Committee Recommends Driver Education in High Schools

The Governor's Advisory Committee on Highway Safety has recommended that driver education be included in the curriculum of each high school in the State.

This is one of the several recommendations which were included in a report recently made public. "The approximate one hundred high schools now having driver training as a part of the school curriculum reportedly are well-pleased with results", the Committee points out. "The Committee feels that the State Board of Education should encourage inclusion of driver education in the curricula of each high school in the State", it further states.

### Short—But Important

*But more is needed, say New Yorkers: The 1952 budget for New York City schools is \$229,960,000.*

\* \* \*

*Aid: In his inaugural speech, Gov. James Byrnes asked the South Carolina legislature for \$75,000,000 for public school construction—half of this for Negro children.*

\* \* \*

*Priority: In Virginia, Gov. John Battle said the state's civil defense program will have the right of way over school aid proposals.*

\* \* \*

*Fifty for one: Every school can have as many as fifty teachers to a classroom. How? Use the talent and experience of its local citizens. Invite local photographers, chemists, artists, policemen, scientists, commercial airline pilots, a newspaper communist, a big-league baseball player and other persons in the communities to address the class. Suggestion comes from the Metropolitan School Study Council, a research affiliate of Teachers College, Columbia.*

\* \* \*

*Southern colleges speak up: Millard Caldwell of Florida resigned as chairman of the Board of Control for the Southern Regional Education (Atlanta) and Governor Gordon Browning of Tennessee was elected to succeed him. Mr. Caldwell resigned because of his recent appointment as Federal Administrator of Civil Defense. At the same time the Board elected Gov. Browning, it called for immediate plans to aid southern colleges and universities. Greater utilization of facilities for scientific research was stressed on the premise that the nation's centers of research should be dispersed through all regions in case of full-scale, atomic warfare.*

\* \* \*

*Cleveland's pay scale: New teacher salary rates for Cleveland public schools begin at \$3,075 for teachers one year in the schedule; \$3,675 for teachers 5 years in the schedule; \$4,425 for 10 years in the schedule; \$5,175 for 15 years in the schedule. Substitutes get \$11 a day . . . New schedule went into effect Jan. 1, Supt. Mark Schimner reports.*

\* \* \*

*Practical: Du Quoin Township High School, Illinois, offers a course in the science of coal mining.*

—Edpress News Letter.

## Michigan College to Award Scholarship to North Carolina Student

A scholarship which carries remission of matriculation and tuition fees for a four-year course is offered by the Michigan College of Mining and Technology to a North Carolina student.

Selection of candidate rests with the State Department of Public Instruction and the registrar of the College. The student should be in the upper half of his class and deserving. Transcript of record filled out by the high school principal must be sent to State Superintendent Clyde A. Erwin, Raleigh, who will make the recommendation for scholarship.

## Three New Superintendents Elected

Three new superintendents have been recently elected to head North Carolina school systems.

William D. Payne, principal of the Jefferson High School, Roanoke, Virginia, was elected superintendent of the Henderson City Schools. He succeeds the late E. M. Rollins, who retired on January 1, and will assume his duties on April 1.

Mrs. Lucy Tate Jones has been elected to head the Haywood County unit to fill out the unexpired term of Jack Messer, who has been called back into the Navy.

A. C. Dawson, Jr., principal of the Southern Pines High School, has been elected superintendent of the Southern Pines unit succeeding P. J. Weaver, who resigned to become assistant superintendent of the Greensboro city unit.

Before going to Roanoke three years ago, Mr. Payne was principal of the Lexington High School for six years. Prior to his service in Lexington, he was teacher and principal of the Henderson High School for approximately twelve years.

Mrs. Jones was supervisor of the Haywood County Schools before she was elected superintendent. She had been a teacher in the county for a number of years before becoming supervisor two years ago.

Mr. Dawson takes over the superintendency of Southern Pines on April 1, after having served for a number of years as principal of the Southern Pines high school. Mr. Dawson has had State-wide experience, having served as President of the North Carolina Education Association and as its legislative chairman for a number of years.

## Jourdan Makes Suggestions for Plant Maintenance

Planning suggestions relating to school plant maintenance were sent to county and city superintendents last month by C. H. Jourdan, Engineer, Division of Plant Operation, State Board of Education.

"From the viewpoint of maintaining the school plant after completion", Mr. Jourdan wrote, "the initial planning is most important. Considering the enormous cost of operating the school each and every year, considerable thought should be given to the proper design of the heating plant, plumbing and electrical facilities".

Matters about which Mr. Jourdan made suggestions were the following: coal bins, steam mains in coal bins, chimney size, steel boiler installations, stoker hoppers, hot water storage tanks, size of boiler rooms, boiler rooms not fireproof, storage space, condensate pumps, Hartford loop and blow valve, boiler breeching (smoke pipe), hand fired boilers, air openings, ash removal equipment, boiler covering or lagging, safety valves, low water shut off valves, and relief valves.

It was suggested by Mr. Jourdan that superintendents mention these items to the architect when planning new or adding to old plants.

## Pan American Day Is Observed April 14

Pan American Day—the Day of the Americas—is observed annually on April 14.

Its purpose is to bring to mind the spirit of peace and justice, independence, unity and cooperation that joins the republics of the Western Hemisphere in one great continental community, and to stress their political, economic, and cultural ties.

April 14 was selected as Pan American Day because it was on that date in 1890 that representatives of the American Republics, meeting at Washington in the First International Conference of American States, passed the resolution creating the International Union of the American Republics. This Union is known today as the Organization of American States. Member nations are: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, United States, Uruguay, and Venezuela.

## BOARD APPROVES FUNDS FOR

## ADDITIONAL SCHOOL PROJECTS

A total of \$1,441,806.07 was approved by the State Board of Education on February 1 for the erection of new school buildings, for additions and renovations, and for lunchrooms, shops, and equipment.

These funds are a part of the fifty million dollar School Plant Construction, Improvement and Repair Fund provided by the General Assembly of 1949. To date \$30,037,968.12 of the total have been approved. According to race these approved funds have been divided as follows: white, \$19,246,761.55 or 64%; Negro, \$10,495,498.48 or 35%; Indian \$295,708.09 or 1%.

The following projects were approved at the February meeting of the Board:

Administrative Unit	Project	Description	Race	Amount
Altamance	Altamahaw-Ossipee	Gymnasium-Agriculture shop and classroom.....	W	\$ 25,000.00
Bertie	C. G. White	New Building.....	N	219,152.85
	Mars Hill	Supplementary application ..	W	2,700.00
Hickory	Viewmont	Supplementary application ..	W	14,744.73
Whiteville	Whiteville Elem.	Renovation.....	W	28,120.55
	Central High	Four classroom addition.....	N	35,734.65
Craven	Cherry Point	Supplementary application ..	W	2,516.95
Charlotte	Seversville	Lunchroom and equipment.....	W	64,071.27
Mitchell	Tipton Hill	New building.....	W	118,000.00
	Bowman	New building.....	W	96,651.22
	Buladean	New building.....	W	123,750.00
	Harris	Eight classrooms and gym.....	W	15,000.00
Pender	Topsail	Supplementary application ..	W	919.00
	Long Creek-Grady	Lunchroom, new roof.....	W	32,873.00
Rockingham	Negro Elementary	New building.....	N	36,556.29
	White Elementary	New building.....	W	90,817.56
Red Springs	Red Springs	New building.....	N	34,315.53
Rowan	Hurley	Six classroom addition.....	W	51,872.00
	Granite Quarry	Twelve classroom addition.....	W	88,034.00
	Landis	Lunchroom.....	W	57,473.00
Stokes	Francisco	Lunchroom, two classrooms ..	W	57,679.06
	King	Eight classrooms.....	W	88,258.00
Transylvania	Penrose	New building.....	W	157,566.41
TOTAL.....				\$1,441,806.07
Total White.....				\$1,116,046.75
Total Negro.....				\$ 325,759.32

## State Provides Lunches for 1/3 School Children

One-third of the school children of North Carolina eat in the schools' lunch rooms, according to figures recently released by the United States Department of Agriculture.

This State provided lunches to 289,393 children in 1949-50, it is shown in a table giving number of schools and children participating in the National School Lunch Program. Total enrollment that year was \$55,406, thus making participating in North Carolina 33.8 per cent.

In this respect the State ranked eighth among the 48 states of the Nation. Louisiana with 72.9% participation ranked first, South Carolina ranked second with 38.8% participation. Arkansas, Florida, Tennessee, Utah and Vermont were the other states having a greater participation than North Carolina. Average for the Nation was 28.0%.

Pan American Day originated in a resolution adopted by the Governing Board of the Pan American Union—now the Council of the Organization of American States—in 1930. On the initiative of the Representative of Brazil, the Governing Board recommended "that the Governments, members of the Pan American Union, designate April 14 as Pan American Day and that the national flags be displayed on that date".

It is an occasion on which the peoples of the 21 American Republics recall the common interests and aspirations, the geographical and historical ties, and the ideals of peace and solidarity that bind each country to all the other Republics of the Hemisphere. These are bonds that have united them for 61 years in a great regional organization.

Teachers or group leaders may obtain materials for this year's observance from the Division of Special Events, Pan American Union, Washington 6, D. C.



# SCHOOL SUPPORT UNDERGOES CONSIDERABLE CHANGE

## Percentage From Property Taxes Smaller

sales tax with many exemptions; and for teachers and principals. The amounts vary from year to year de-

(3) fees charged for licenses and

The support of public schools in North Carolina has undergone considerable change within the past two decades. The trend has been in the direction of larger contributions by the State—as indicated by the percentages in table below—accompanied by increased State control.

**I. SOURCES OF TOTAL  
SCHOOL SUPPORT**  
(In Percentages)

Years	State Including Loans	Philan- thropic	Bonds	Advorem County, City	Taxes	Finances, Rural, Donations
1932-30	13.7	0.2	8.2	624	11.1	19.4
1932-34	69.2	9.6	0.7	315	9.0	12.9
1937-38	59.0	2.2	2.3	234	12.9	15.5
1941-42	57.3	4.5	2.7	234	12.1	17.5
1945-46	60.6	4.9	1.5	175	15.5	16.4
1948-49	52.5	7.7	6.9	165	15.1	19.4

Formerly there were two district terms; (1) the six months' term required by the constitution and (2) the extended term supported largely by local (city, district) taxation. The State aided the current expense portion of the former through an equalization fund and the latter (entirely current expense) through a tax-reduction fund. With these two aids

(3) fees charged for licenses and franchises.

**Income from Permanent School Funds.** The only permanent school fund is called the State Literary Fund. From it loans are made at 4 per cent interest to counties for education or improvement of school buildings. During 1948-49 only \$24,415 was utilized for this purpose. Repayments are spread over a period of ten years. Assets consist of cash and amounts due from counties on loans; an occasional increment comes from a sale of swamp lands. Total value of the fund at June 1949 was approximately \$2,300,000.

The table below gives by sources the amounts and percentages of funds provided by the State for support of schools in 1948-49:

TABLE II. ITEMS OF STATE SCHOOL REVENUE, 1948-49

Source	Amount	Percent
1. Earned taxes		
2. Less:		
a. State and city payments (amount used)		
b. Nine months' school fund	\$71,199,564	97.0
c. Vocational education (a)	1,430,076	1.9
d. Income from permanent school funds (b)	739,170	1.0
3. Interest	32,955	
a. State	2,817	1
b. Localities	\$76,405,982	100.0
(a) Excludes \$894,580 of federal funds.		
(b) See Table III for amount made available.		

### Apportionment of State Aid

State funds for school support are distributed as general or special aids.

**General Aid.** The largest of the

for teachers and principals. The amounts vary from year to year depending upon total funds available.

Bases for the teachers' schedule are college training and teaching experience with a maximum salary of \$306 monthly (1949-50) to teachers with A-11 rating (Class A certificate with eleven years of experience). Then college graduate holding Class A certificate received \$229 monthly during the first year of teaching. For teachers holding a master's degree there is a Graduate certificate which paid in 1949-50 a maximum of \$341 per month for G-12 rating.

A contingency appropriation of \$7,239,666 was made in December, 1950 to teachers holding Graduate, Class A and Class B certificates and to principals in smaller schools during 1949-50. This addition will make the Class A schedule range from

\$2,200 to \$3,100; the Graduate teachers will receive from \$2,520 to \$3,456 for term of nine months.

For principals the salary schedule is based upon experience as principal

money is allotted to each county and city administrative units (100 counted, 72 cities in 1948-49) upon the basis

per cent of the children were enrolled in schools with terms of less than 160 days. Neither tax rates nor school terms were uniform. The average term in 1929-30 was 154 days (145.6 in counties, 177.1 in cities and towns).

The 1931 General Assembly provided that the State would pay the cost in all schools, upon State standards of support, of four of the six objects of expenditure in current expense: general control, instructional service, operation of plant and auxiliary services. The equalization fund was changed to the six months' school fund and the tax-reduction fund—to aid the extended term—was continued. The two aids were increased in 1931-32 to approximately \$13,000,000—representing 33.3 per cent of total school support (State-wide ad valorem tax excluded to be comparable with preceding years). In 1931-32 the average term increased slightly (to 154.7 days) with difference between counties and cities persisting (147.2 days for counties, 174.4 days for cities).

In 1933 the North Carolina General Assembly consolidated the two terms—six months' and extended—accepting the idea of complete State support of a portion of the educational program for a term of 160 days; provided an eight months' school fund to be paid from State revenue without the levy of an ad valorem tax; and appropriated \$16,000,000 annually to take care of the four objects of expenditure assumed by the State. All school districts and all special taxes for the extended term were abolished; the tax-reduction fund was likewise discontinued. Permission was granted to all counties (100) and to 67 cities to hold new elections and to

aid the administrative units in improving or erecting school buildings. About \$5,000,000 of this building money became available in 1949-50.

For 1948-49 the main sources of funds for schools and the proportion derived from each source were: State appropriations 52.5 per cent; Federal aid (including lunch room and veterans' training) 7.7 per cent; sale of bonds 6.9 per cent; local ad valorem taxes 16.5 per cent; fines, balances, fees from pupils and other local sources 16.4 per cent. Current expense, capital outlay and debt service are included as the base for above calculations. The State provided more money in 1948-49 than in 1945-46 but the proportion decreased from 60.6 per cent to 52.5 per cent due to inclusion of federal funds for veterans and the large capital outlay program financed by local sources. For current expense alone in 1948-49 the State provided 71 per cent of the funds.

#### Sources of State School Revenue

North Carolina does not earmark taxes collected by the State for support of schools. Legislative appropriations are paid from the General Fund.

**Legislative Appropriations.** Of the amount made available for current expense in 1948-49, a total of \$73-368,810 was distributed for the nine months' school fund, for vocational education (federal money excluded) and for textbooks. (See Table II) About \$11,000,000 more was made available in 1949-50 for the same purposes.

The bulk of the State's income for the General Fund comes from: (1) income taxes on corporations and individuals; (2) a 3 per cent general

maximum for a principal with master's degree who supervises forty or more teachers and who has P-8 rating (eight years of experience as principal) is \$50 monthly. Thus the principal's schedule ranges from \$2,700 to \$5,500 annually.

Superintendents have a State salary schedule likewise based upon experience as superintendent and size of unit administered. The range in annual salaries for 1950-51 is from \$4,374 to \$6,900. In addition many superintendents receive local supplements.

**Special Aid.** Other State distributions are for vocational education, free textbooks and loans for buildings. Vocational money is allotted by the State Board of Education to schools meeting the requirements. Funds for textbooks are used in purchasing texts; the books are distributed to schools for elementary pupils (grades 1-8) without cost to local units except damage fees. Loans are made by the State Board of Education to counties from the State Literary (permanent) Fund for the erection or improvement of buildings.

The table below gives the types of school aid and amounts for each provided by the State during 1948-49:

TABLE III. APPORTIONMENT OF STATE AID, 1948-49

Type and Percent are of Aid	Name of Fund	Basis of Distribution	Amount
1. General Aid	Nine months' school fund	Need—approved by state board of education	\$71,199,564
2. Special aid	Vocational	Requirements state board	1,430,076
a. Vocational	Vocational education	Number of pupils	739,170 (a)
b. Free textbooks	Textbook fund	State board	124,115 (b)
c. School buildings	State literary fund	Need—approved by state board	\$73,492,225
<b>TOTAL</b>			
(a) Distributed in books rather than money.			
(b) Loans—repaid in 10 years.			

## Comparison of Recommended Appropriations for Biennium 1951-53 With Estimated Expenditures 1950-51, All State Agencies

Purpose	Actual Expenditures 1949-50	Actual Expenditures 1950-51	Recommended 1951-52 1952-53		Amount Increase over Estimated 1950-51 1951-52 1952-53		Percentage of Increase over Estimated 1950-51 1951-52 1952-53	
I. Legislative	\$ 39,238	\$ 225,000	\$ 739,833	\$ 431,050	\$ (225,000)	\$ 206,050	6.14	91.58%
II. Judicial	725,316	697,053	739,833	739,833	42,780	42,780	6.14	(6.14)
III. Executive & Administrative	9,693,042	10,559,943	10,215,829	10,412,520	(344,114)	(147,423)	(3.26)	1.4
IV. Educational Institutions	11,802,597	12,428,176	13,049,510	13,131,480	621,334	703,304	5.00	5.66
V. Charitable and Correctional Inst.	10,321,073	11,098,027	12,166,766	12,847,478	1,088,739	1,749,451	9.63	15.76
VI. State Aid & Obligations	12,917,722	13,522,774	14,798,866	14,955,340	1,276,092	1,432,566	9.44	10.59
VII. Pensions	328,520	297,752	269,252	253,928	(28,590)	(43,824)	(9.57)	(14.72)
VIII. Contingency & Emergency Allotments	(343,205)	—	1,000,000	1,000,000	1,000,000	1,000,000	—	—
Reimbursement's Transferred to following year	36	—	—	—	—	—	—	—
Total other than Public Schools and Debt Service	\$ 656,831	—	—	—	—	—	—	—
IX. Public Schools *	\$ 46,484,303	\$ 48,828,725	\$ 52,240,056	\$ 53,771,629	\$ 3,411,331	\$ 4,942,904	6.99%	10.12%
X. Debt Service	\$ 94,265,964	\$ 96,749,059	\$ 91,922,298	\$ 93,076,418	\$ 4,826,761	\$ 3,672,641	4.99	3.80
Total Expenditure out of General Fund	\$141,351,054	\$148,095,967	\$146,665,417	\$149,341,547	\$1,430,550	\$1,245,580	(.97%)	-.84%

\* Including Contingency salary. Increases: Figures in parentheses are decreases

## ARE WE EXPECTING TOO MUCH OF OUR SCHOOLS?

Norman Cousins, editor of the *Saturday Review of Literature*, and Mrs. Douglas Horton, former president of Wellesley College, recently debated the question whether the public expects too much of its public schools.

The discussion was held as part of the America's Town Meeting of the Air on November 14.

Said Mrs. Horton:

"The modern slogan, 'Let the school do it' has encouraged too many communities to dump on the school doorstep every founding ambition for youth in a confused society. 'Let the school be responsible', they say, 'for health—physical, mental, emotional; for safety; how to drive an automobile; how to escape an atom bomb; for patriotism; the nature of democracy; for artistic appreciation, musical skill, teamwork, good manners; civic pride—everything that nice boys and girls should know'.

"My argument is not that the schools do more than is needed, but that we expect them to carry too much of a load. We've inclined in recent years to talk as though the family and the church are really unimportant in the child's experience, crediting neither with very much ability, things to be tolerated, but not really trusted. And we have been talking as though the destiny of the entire Nation, indeed, the entire world, depended exclusively on schools.

"School teachers—and don't I know—know how hopeless that really is. Expecting schools to be all things to all men has minimized the time available for doing the things that schools are theoretically better able to do than the other institutions. As it is, intellectual discipline has become almost an accident in the life of the ordinary boy and girl. Where is the young American

going to learn to read, to write, to reason logically, if he doesn't learn it in school? Where will he study geography of this enlarging world? Would history?"

Mr. Cousins countered by saying that the schools "must educate for new tasks—including world citizenship, ethics, emotional balance and for increased life expectancy".

"I'm not arguing that the schools must become the dumping ground for all the work left undone by parents, or by the Church, or by the community. My argument is that the school's *own* job is much bigger than it ever has been before.

"The basic tools of learning now go far beyond the three R's; second, the realization that education—good education—is not confined to the classroom, but is the sum total of all the influences in a child's life. I believe, Mr. Denny, that the time has come not to ask, are we expecting too much, but are we expecting enough?" — Edpress News Letter, December, 1950.

## 20% Total Enrollment In Secondary Schools

Twenty per cent of North Carolina's public school enrollment of 857,005 in 1948-49 was in the secondary schools, grades 9-12. It is learned from a statistical circular recently released by the U. S. Office of Education. Exact calculation to one decimal point was 19.8 per cent.

Average per cent of total enrollment in secondary grades for the nation as a whole was 23.1. Nine states had a smaller percentage than North Carolina in this respect. They were: Maryland, South Carolina, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, and New Mexico.

## AAA Sponsors Poster Contest

The 7th Annual National Safety Poster Contest is being sponsored again this year by the American Automobile Association and affiliated groups.

There is a grand prize of an art school scholarship valued at \$350, and 61 other cash prizes. These prizes are: one Open Classification prize of \$75; for the 10th, 11th, and 12th grades, ten first prizes of \$75, ten second prizes of \$50, ten third prizes of \$20. For grades 1 to 9, ten first prizes of \$25, ten second prizes of \$10, ten third prizes of \$5.

The contest deadline is April 1, 1951.

This poster contest is approved by the National Contest Committee, N.E.A.

Full particulars may be obtained by writing American Automobile Association, Seventeenth and Pennsylvania Avenues, Washington 6, D. C.

## Foundation Announces Poster Contest

The Latham Foundation's 26th Annual Poster Contest has been announced by John de Lemos, Art Director.

It is the purpose of this contest to inculcate the higher principles of humaneness; to emphasize the spiritual fundamentals that lead to world friendship; to promote character building of the child by an understanding of universal kinship, and to foster a deeper understanding of and sympathy with man's relations—the animals—who cannot speak for themselves.

The contest is open to various groups, with cash prizes for each ranging from pupils in grades 1, 2 and 3 to students of art schools, and colleges, and professionals. Rules of the contest may be secured from Mr. de Lemos, Box 1322, Stanford, California.



## Board Adopts New Music Texts

New texts for the teaching of music in the elementary schools of the State were adopted by the State Board of Education on February 1.

"New Music Horizons" by McConathy, et al. published by the Silver Burdett Company is the series title of texts adopted for grades 1-6. "The American Singer", books Seven and Eight, published by the American Book Company, were adopted for grades seven and eight, respectively.

Retail contract prices for these new texts are as follows:

"New Music Horizons"—	
Experiences in Music	
(Teacher's book) .....	\$2.21
Second Book .....	1.21
Third Book .....	1.28
Fourth Book .....	1.35
Fifth Book .....	1.42
Sixth Book .....	1.63
"The American Singer"—	
Book Seven .....	1.80
Book Eight .....	1.86

Since the State provides for free basal textbooks for the elementary grades, these music texts will be purchased in accordance with contracts at a twenty per cent discount and distributed to the schools.

## Teachers May Get Book On "Marshall Plan"

A new booklet for teachers and students interested in the operations of the Marshall Plan has just been published by the Economic Cooperation Administration at the request of its Advisory Committee on Education.

Designed primarily as a study guide for secondary school students, the booklet is also available free to universities, study groups and classes in social studies and other similar interested organizations.

Entitled, "The Marshall Plan, A Program of International Cooperation", the 63-page illustrated booklet analyzes the Marshall Plan from its concept through its operations, discusses pro and con opinion of the program in Europe and the United States, and contains discussion questions and suggestions for further reading. It also contains a list of available films on the Marshall Plan operations in Europe.

Limited quantities of "The Marshall Plan. A Program of International Cooperation" are available free of charge from the Office of Information, Economic Cooperation Administration, Washington 25, D. C.

## NATIONAL ASSOCIATION LISTS

## APPROVED SCHOOL CONTESTS

The National Association of Secondary School Principals has approved applications for national school contests for the school year 1950-51.

The criteria which serve as a guide to the selection of contests for approval

are carefully worked out and developed by those who have had the greatest experience in this type of contests. Consequently, the implication is that the wise secondary school principal will limit contest participation to the approved list, which follows:

### SPONSORING AGENCY

#### Agriculture Contests

4-H Clubs, U. S. Department of Agriculture, Washington 25, D. C.

Future Farmers of America, U. S. Office of Education, Federal Security Agency, Washington 25, D. C.

International Dairy Exposition, Inc., 130 E. Washington St., Indianapolis, Indiana

National Junior Vegetable Growers Association, University of Massachusetts, Amherst, Massachusetts

### NATIONAL CONTEST APPROVED

a. Public Speaking—Farm Topic  
b. Livestock, Poultry, and Dairy Judging Contests

a. Public Speaking—Farm Topic  
b. Livestock, Poultry, and Dairy Judging Contests

4-H and FFA Division, Dairy Judging

a. Vegetable Demonstration and Judging  
b. Production & Marketing Contest  
c. Muck Crop Show

#### Art Contests

American Automobile Association, 17th Street and Pennsylvania Avenue N.W., Washington, D. C.

American Legion Auxiliary, 777 North Meridian Street, Indianapolis, Indiana

Fisher Body Division, General Motors Corporation, Detroit 2, Michigan

National Scholastic Press Association, 18 Journalism Bldg., Minneapolis, Minnesota

National Wildlife Federation, 20 Spruce Street, Boston 8, Massachusetts

Traffic Safety Poster Contest

Poppy Poster Contest

Craftsman's Guild

Photographic Contest

Poster Contest

#### Essay Contests

Advertising Federation of America, 330 West 42nd Street, New York 18, New York

Atlantic Monthly, 8 Arlington Street, Boston 16, Massachusetts

Improved Order of Red Men, 1521 Girard Avenue, Philadelphia, Pennsylvania

National Employ the Physically Handicapped Week, U. S. Department of Labor, Washington 25, D. C.

National Grange, 744 Jackson Place, N.W., Washington 6, D. C.

National Sales Executives, 49th and Lexington New York, New York

National Graphic Arts Association 719 15th Street, N.W., Washington 5, D. C.

National Tuberculosis Association, 1790 Broadway, New York 19, New York

Omega Psi Phi Fraternity, Inc., 913 U Street N.W., Washington, D. C.

Propeller Club of the United States, 17 Battery Place, New York, New York

Veterans of Foreign Wars, Ladies Auxiliary, 406 W. 34th Street, Kansas City 2, Missouri

Essay Contest

Essay, Story, and Poetry Contest

Essay Contest

Essay Contest

Essay Contest

Essay Contest

Essay Contest

Essay Contest

Essay Contest

Essay Contest

Essay Contest

Essay Contest

Essay Contest

Essay Contest

Essay Contest

#### Forensic Contests

Knights of Pythias, 1054 Midland Bank Building, Minneapolis, Minnesota

Mutual Benefit Health and Accident Association, 3316 Farnam Street, Omaha, Nebraska

National Americanism Committee of the American Legion, 77 North Meridian Street, Indianapolis, Indiana

National Forensic League, Rippon, Wisconsin

Speech Department, Ohio State University, Columbus, Ohio

Oratorical Contest

Oratorical Contest

Oratorical Contest

Forensic Contest

Parliament of the States

#### Scholarships

American Association for the United Nations, Inc., 45 E 65th Street, New York 21, New York

Bausch and Lomb Optical Company, 635 Paul Street, Rochester 2, New York

Elks National Foundation Trustees, 16 Court Street, Boston 8, Massachusetts

New England Textile Foundation, 68 South Main Street, Providence, Rhode Island

Scholarship Board of the National Association of Secondary-School Principals, 1201 16th Street N.W., Washington 6, D. C.

Science Service, 1719 N Street N.W., Washington 6, D. C.

Scholarships or Cash Awards

Scholarships

Scholarships

Scholarships

Scholarships

National Honor Society Scholarships

Science Talent Search

## OFFICE OF EDUCATION LISTS

The U. S. Office of Education lists the following publications which may be ordered from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

*Better Living Through Wise Use of Resources.* Bulletin 1950, No. 15. 25 cents.

A publication upon which administrators and teachers may draw to develop conservation education programs. Contains a select bibliography.

*Core Curriculum in Public High Schools: An Inquiry Into Practices, 1949.* Bulletin 1950, No. 5. 15 cents.

Represents a specific attempt to provide a systematic picture of the status of the core curriculum in this country. *Curriculum Adjustments for the Mentally Retarded: A Guide for Elementary and Secondary Schools.* Second edition. Bulletin 1950, No. 2. 35 cents.

Presents fundamental principles involved, points out desirable bases for selecting curriculum content, suggests a variety of activities in keeping with these bases of selection, and illustrates how such activities can be coordinated into units of experience. *Education for a Long and Useful Life.* Bulletin 1950, No. 6. 20 cents.

Concerned primarily with education for the aging, but indicates only some beginnings of programs that need to be worked out by schools and other educational agencies.

*Know Your Capital City.* Bulletin 1950, No. 18. 20 cents.

An educational guide to the Capital City which can be used by the upper grades, high school students, teachers, parents, and others.

*Movie Projectors in Public High Schools.* Office of Education Pamphlet No. 109. 1950. 15 cents.

A report of a Nation-wide survey of 16-mm sound projectors in the public high schools of the United States.

*Physical Education in the School Child's Day.* Bulletin 1950, No. 14. 30 cents.

Provides an insight into the purposes of physical education; discusses generally teaching methods, activities, and other phases of the program.

*Public School Finance Programs of the Forty-eight States.* Circular No. 271. 1950. 50 cents.

A cooperative study by the Office of Education, Federal Security Agency, The School of Education, University of California, Berkeley, and the Council of State Governments under the sponsorship of the National Council of Chief

## RECENT PUBLICATIONS

State School Officers.

*Radio Script Catalog.* Sixth edition. 25 cents.

A list of more than 1,300 annotated radio scripts which are available on free loan from the Radio Script and Transcription Exchange of the Office of Education.

*School Buildings: Remodeling, Rehabilitation, Modernization, Repair.* Bulletin 1950, No. 17. 20 cents.

Takes into account and considers, stairs, exits, walls, floors, roof care, heating and ventilating plants, plumbing and electric services, classroom modernization, acoustics, yards and playgrounds, furniture, and storage.

*State Boards of Education and Chief State School Officers: Their Status and Legal Powers.* Bulletin 1950, No. 12. 30 cents.

A study primarily concerned with legal organization and functions of general State boards of education and the chief State school officers.

*Statistics of Land-Grant Colleges and Universities: Year Ended June 30, 1949.* Bulletin 1950, No. 11. 15 cents.

Report of 69 land-grant institutions for the year ended June 30, 1949, including enrollment, degrees, income, expenditures, Federal funds received, and other financial data.

*Statistics of State School systems, 1947-48.* Chapter 2, Biennial Survey of Education in the United States, 1946-48. 30 cents.

This chapter of the Biennial Survey of Education is one of a series of periodic statistical reports on elementary and secondary education in the United States published by the Office of Education.

*Summaries of Studies in Agricultural Education: An Annotated Bibliography of Studies in Agricultural Education with Cumulative Classified Subject Index.* Vocational Division Bulletin No. 242, Agricultural Series No. 50, Supplement No. 3. 20 cents.

Supplement No. 3 to Vocational Division Bulletin No. 180, prepared by the Research Committee of the Agricultural Education Section, American Vocational Association.

*Teachers Abroad: Exchange Program with the United Kingdom.* Bulletin 1950, No. 10. 20 cents.

This bulletin recounts the experiences of the interchange of teachers between the United Kingdom and the United States since the close of World War II.

*The Functions of State Departments of Education: With an Inventory of the Services Provided by the 48 Departments.* Misc. No. 12, 1950. 40 cents.

A study of the functions and services of State Departments of Education made at the request of the National Council of Chief State School Officers. *The Teaching of Science in Public High Schools: An Inquiry into Offerings, Enrollments, and Selected Teaching Conditions, 1947-48.* Bulletin 1950, No. 9. 20 cents.

A study undertaken to reveal the extent and nature of science education at high-school levels.

*Toward Better College Teaching.* Bulletin 1950, No. 13. 25 cents.

This publication is based primarily upon returns from checklists dealing with certain devices which have as their purpose the improvement of college teaching.

## Fewer Men Teachers In North Carolina

Only 12.8 per cent of the 26,266 teachers employed in North Carolina during 1948-49 were men, according to a recent tabulation by the U. S. Office of Education.

This tabulation shows that North Carolina employed 3,371 men and 22,895 women as teachers, not including principals, a majority of whom were also men.

Only Virginia employed a lesser percentage, 11.5% of men than North Carolina. In the nation as a whole approximately one-fifth (19.7%) of all teachers employed were men. Largest percentage of men employed as teachers in 1948-49 was in the State of Indiana where 28% of the total were men. Delaware's teachers were 27% men, second highest.

## Business Fraternity To Hold Commercial Contest

A national commercial contest in typewriting, shorthand, and bookkeeping will be held in Memphis, Tennessee, on May 5, 1951, sponsored by Pi Rho Zeta, international business fraternity. Commercial students of high schools, business schools, colleges, stenographers, and typists are invited to participate.

Teachers are urged to plan early for inter-class competitions in order to send their best representatives to the contest. Application blanks and full details of the contest may be secured by writing to National Contest Chairman, 1168 Poplar Avenue, Memphis 5, Tennessee.

## Schools May Provide Safety Awards for Bus Drivers

Pins and certificates for safety awards to eligible school bus drivers may be secured by school authorities from field representatives of the Highway Safety Division, according to a recent announcement from the State Department of Motor Vehicles.

Sterling silver pins to be awarded to a driver for a record of 120 days safe driving may be obtained at 25¢ each. Yellow gold pins awarded for a two year's safe driving record are available at \$1.04 each. Punctuality of the driver and cleanliness of his bus are factors in addition to safety record considered in the selection of drivers for awards. The attitude of the driver in and out of school is another factor considered in selecting the drivers who will receive awards.

## TENSIONS OF TODAY SEEN

The tensions of our times will take their toll of our leadership unless the people under pressure take certain precautions, declares Dr. Howard B. Sprague, President of the American Heart Association, in the introduction to the 20-cent pamphlet, "Your Blood Pressure and Your Arteries", written by Alexander L. Crosby and published recently by the non-profit Public Affairs Committee, 22 East 38th Street, New York.

"The pressure is on again", Dr. Sprague warns. "Business, government, and industry are marshalling strength to build the country's defenses . . . The age bracket of leadership—from 32 on—roughly corresponds to the ages when high blood pressure develops".

"Your Blood Pressure and Your Arteries" tells what precautions are necessary, Dr. Sprague points out. "It also gives good advice to the 20 per cent of the adult population who already have high blood pressure or hardening of the arteries".

"Many patients have the mistaken notion that because they are sick they can't do anything", he adds. "This is not necessarily true. In recent years the scope of their activity has been redefined and broadened. For many sufferers, new medical developments have outmoded invalidism".

"Most people with high blood pressure can do more for themselves than

## Japanese Educators Visit Department

Six Japanese educators visited the State Department during the week of February 12-16.

They were in the United States for a 90-day observation tour sponsored by the U. S. Office of Education. They spent two days studying the organization of the State Department, and visited schools in Wake, Wayne, Lenoir and Pitt Counties.

Members of the group were Shokichi Nishino, Superintendent of Education at Ibaraki (one of the provinces of Japan); Tetsuo Makino, chief of guidance and teacher training at Hokkaido; Jiro Taniguchi, chief of research and statistics at Kyoto; Ryoji Bando, superintendent of education of Osaka; Mamechi Hikoyoshi, superintendent of education for Yokohama; and Toshiro Nakamura, administrative official of the Kobe board of education.

## AS CAUSE OF HEART STRAIN

can be accomplished by surgery or drugs", the pamphlet points out. "One good rule is to do everything your doctor permits—but no more".

"A lot of things may worry you—little things—big worries", it adds. "Face up to these worries. If you don't know the answer, talk to your doctor. Their dispose of each problem—either by solving it or by filing it away".

"If you wish to hold your job and avoid being an invalid, you may have to make some concessions to your high blood pressure", the pamphlet warns. A few short rules are suggested for those who have high blood pressure:

1. Walk—never run—up stairs,
2. Quit anything before you get over-tired.
3. Relax or nap twice a day.
4. Eat four or five light meals instead of three heavier ones.
5. Go easy on coffee and on tobacco.
6. If possible, quit work a little early and exercise out-doors for an hour.
7. Go to bed well before midnight.
8. Keep your weight normal.
9. Argue and worry as little as possible.

A few suggestions are also given to persons with hardening of the arteries. They are advised not to use tobacco, and to take coffee and tea in moderation. Regular exercise, as prescribed by the doctor, is recommended to stimulate the blood flow and encourage the development of collateral circulation.

## Former Superintendent Of Henderson Dies

E. M. Rollins, who retired as superintendent of Henderson City Schools on January 1, died on February 7 of a heart attack in Washington.

Mr. Rollins had gone to Washington for consultations pertaining to a position with the Federal Price Control Agency to which he had been recommended. It was his desire to go into other work, even though he had retired from school work, rather than cease all activity.

## Truman Urges Aid for Schools in 1952 Budget

President Truman urged Congress to authorize Federal financial assistance to the States for elementary and secondary education in his 1952 Budget Message. The sum of 300 million dollars was included in the Budget for this purpose.

"Strong elementary and secondary educational systems throughout the country are vital to national strength and to the improvement of individual opportunity", the President said. "Although educational opportunities are excellent in some parts of the country, children and youth in too many of our communities still do not receive adequate education. Inequalities exist primarily because of deficiencies in the financial resources of the states and localities.

"The Nation as a whole suffers from these inequalities. The results are demonstrated most sharply in times like the present. The military services even find it necessary to teach some inductees reading and writing before they can begin combat training. From the standpoint of national security alone, as well as the enlargement of opportunities for the individual, the Nation needs to see that every youth acquired the fundamental education and training which are essential to effective service, whether in the Armed Forces, in industry, or on the farm. I therefore urge the Congress to authorize Federal financial assistance to help the States provide a level of elementary and secondary education that will meet the minimum needs of the Nation. The Budget includes a tentative appropriation estimate of 300 million dollars for this purpose".

The President also advocated 105 million dollars for buildings and current operating expenses for war-impacted areas.



## Morganton Completes Building Program

Morganton city school unit has completed a half-million-dollar five-year building renovation program, it is announced by Superintendent W. S. Hamilton.

Following the recent world war, Morganton began work on a program to provide adequate school facilities. Superintendent Hamilton stated, Prior to that time the schools were congested and badly over-crowded.

Since that beginning, Superintendent Hamilton further reports, the city has acquired a magnificent new junior high school building, a modern high school building for Negroes, and several additions to existing buildings—new classrooms, cafeterias, auditoriums, and vocational, music, and art departments.

In addition to this new construction, all five schools have acquired complete remodeling and renovation, including installation of fluorescent lighting, green chalk boards, painting in pastel shades, new roofs, new sanitary facilities and fireproofing.

## Present School Standards Will Be Maintained

At a meeting of representatives of various educational agencies of the State held in Raleigh February 16 a resolution to maintain present school standards in the event of accelerated high school and college work.

Authorization was given at this meeting also for the appointment of two committees: (1) To study the advisability of accelerating high school and college courses to match the draft tempo; (2) to compile and publish a bulletin of information on draft regulations relating to high school and college students.

Named to the acceleration committee by Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction, who presided at the conference, were the following: Superintendent B. L. Smith, Greensboro, chairman; Dr. J. K. Long, East Carolina Teachers College, Greenville; Dr. Alan K. Manchester, Duke University, Durham; Superintendent J. H. Rose, Greenville; Roy Armstrong, University of North Carolina, Chapel Hill; Superintendent J. M. Hough, Leaksville; Dr. A. E. Manley, N. C. College, Durham; Principal D. P. Whitely, High Point; and Principal Walter Gale, Needham Broughton High School, Raleigh.

Those named to serve on the bulletin committee are: Superintendent L. S. Weaver, Chairman, Durham; Ella Stephens Barrett, State Department of Public Instruction, secretary; Dr. J. B. Kirkland, State College, Raleigh; Principal D. W. Sanders, Hugh Morson High School, Raleigh; and Dr. S. E. Duncan, State Department of Public Instruction.

Col. T. H. Upton, State Director of Selective Service, will aid the committee in preparing the bulletin.

## Dr. Messick Advocates Master's Degree for Teachers

Six years of training including a master's degree for public school teachers is advocated by Dr. John D. Messick, President of East Carolina Teachers College.

This proposal by Dr. Messick is set forth in an article in a recent issue of "The School Executive", nationally circulated journal of education. Discussing "The Teacher of Today", he cites the "fearful responsibility for what the world will eventually become" which rests upon those who train youth. He outlines a program of training culminating in the awarding of the master's degree and covering a six-year period of study, observation of school and classroom activities and procedures, and supervised teaching.

## STUDENTS AND TEACHERS MAY GET TRIP TO EUROPE

A scholarship trip to Europe next summer, with all expenses paid, will be awarded to the person who writes the best essay entitled "Why I Would Like to Go Hosting in Europe", it was announced recently by Dr. Ben W. Miller, executive director of American Youth Hostels.

The winner in nation-wide competition for this trip will join one of the supervised groups sponsored by AYH and will spend eight weeks abroad. He will have his choice of trips to the British Isles, Central Europe or France and the Rhineland.

The British Isles trip includes visits to London, Cambridge, the highlands of Scotland, Loch Lomond, Wales, Belfast and Dublin. The itinerary of the France and England trip includes ten days in Brittany, a week in Paris and brief stays in London, Stratford-on-Avon and Oxford. Countries covered in the Central Europe trip are Germany, Austria, France and Switzerland.

Regardless of which group the winner selects, he will sail about June 15 and will return about September 1. Going as a member of an AYH group means that

## Governor Recommends At Least \$2,200-\$3,100

A pay scale for teachers of "at least the \$2,200-\$3,100 bracket without attaching contingency appropriation strings to it" was advocated by Governor Scott in his special budget message to the General Assembly.

"To establish teachers' salaries at this level (\$2,200-\$3,100) on the basis of present teacher load", the Governor pointed out, "would require additional amounts estimated at \$8,058,381 for the first year of the new biennium, and \$9,563,276 for the second—or a total of \$17,621,657".

The Budget Appropriation Bill prepared by the Advisory Budget Commission recommended an appropriation for the support of the public schools based on a pay scale for teachers which is being currently followed but now including the contingency pay amounting to over \$7,200,000 which was paid to teachers employed in 1949-50.

The Governor is strongly in favor of establishing the \$2,400-\$3,600 schedule advocated by the United Forces, if sufficient revenue is raised to support the payment of salaries on this basis. In fact this particular schedule was advocated by him at the 1949 session of the General Assembly, and he finally agreed to the \$2,200-\$3,100 schedule when he saw that the original goal could not be achieved.

he will cover some distances by train and ship, but that the greater part of his trip will consist of hosting.

The competition for the trip is open to United States citizens who will have reached the age of 17 by July 1, 1951. In addition, they must apply for a hostel pass for 1951. The pass costs two dollars for those under 21 and three dollars for those 21 or older, and permits the holder to stay at hostels both in this country and abroad for between 20 and 50 cents a day.

Entrants may use any number of words they choose in their essays up to 1,000. Entries must be postmarked not later than April 15, 1951. The winner will be notified by mail within two weeks and his name will be announced in the Summer, 1951, issue of *Hosting* magazine.

AYH is a non-profit organization which provides hosting opportunities for young people. Its president is John D. Rockefeller, 3rd. Full information and application forms for the scholarship may be obtained from National Headquarters, American Youth Hostels, 6 East 39th Street, New York 16, N. Y.

# The General Assembly of North Carolina Do Enact:

## APPROPRIATION BILL

The Budget Appropriation Bill introduced early in the Session of the 1951

General Assembly includes amounts for public schools as follows:

	1951-52	1952-53
Support of nine-months term.....	\$85,898,492	\$86,914,274
State Board of Education.....	182,965	179,576
Vocational Education.....	2,506,224	2,500,399
Purchase of free textbooks.....	1,170,000	1,170,000
Vocational Textile School.....	43,617	41,169
Purchase of school buses.....	2,121,000	2,271,000
<b>TOTAL.....</b>	<b>\$91,922,298</b>	<b>\$93,076,418</b>
Department of Public Instruction.....	261,910	260,540
	<b>\$92,184,208</b>	<b>\$93,336,958</b>

The amounts for the support of the nine-months school term do not include funds for maintaining the contingency salary increases paid teachers holding class A, B, and G certificates in 1949-50 and anticipated to be paid to holders of such certificates in 1950-51. Funds for other items requested by the State Board of Education were reduced or eliminated.

## BUS DRIVER'S SALARY

First purely educational bill was introduced by Representatives Yates of Haywood and Bryson of Macon Counties. This is H.B. 44, a bill to be entitled an act to raise from \$20.00 to \$25.00 the salary paid public school bus drivers out of State funds. This bill was referred to the Education Committee.

## SENATE BILL

The first Senate bill pertaining to public education was introduced by Senator Eagles of Wilson County. It is the purpose of this bill, S.B. 40, "to cure possible defects in conveyances of the governing bodies of cities, towns, school districts or school administrative units". It will, if passed, validate all sales of real estate by bodies named in title made without notice and public outcry prior to January 1, 1942.

## BUS ROUTES

Representative Allen of Granville introduced a bill, H.B. 65, relating to school bus routes. This bill would amend G.S. 115-376 to provide that school bus routes be arranged, unless road or other conditions make it inadvisable, to reach to the homes of all children living on a State-maintained highway more than 1½ miles from their assigned school.

## ASSUMPTION OF BONDS

A bill relating to the assumption of local school district bonds by the counties has been introduced by Taylor, Gudger and Love of Buncombe. This bill would amend section G.S. 115-158 providing that county commissioners, at the request of boards of education, may order an election on the question of assumption of bonds to be conducted under the terms of the County Finance Act, G.S. 153-69, et seq., as if refunding bonds were being issued. Ratified assumption of bonds in accordance with an election previously held under County Finance Act.

## SAWYER BILL

This bill, introduced by Senator Sawyer of Durham, would provide a \$2,400 annual salary to teachers holding grade A certificates with \$100 annual increments up to 30 years. Holders of other certificates would get proportionate increases and increments for 30 years. Salaries would be paid in twelve monthly installments. Also provides rejection notices shall state course of rejection, and require a public hearing to be held before the authorities of administrative unit or written request made within ten days. Findings and order must be written and copy furnished person affected.

## TEACHING BUILDING TRADES, SB85

This bill, introduced by Senator Allsbrook, would authorize school administrative units to use tax funds or other vocational education funds to purchase building sites, materials, and services to enable vocational trade classes to construct dwellings or other small buildings as practical projects in realistic training. Completed buildings may

be sold and proceeds used to finance similar projects and to purchase equipment. Reversion at end of project is to units' local tax fund. A five-man board appointed by school superintendent including builders, contractors and school representatives advises and must approve each project.

## ENTRANCE AGE

This bill, introduced by Representative Blue of Moore, would change the age of enrollment in the public school system from October 1st of the year of enrollment to December 1st of the year of enrollment. Amends G.S. 115-371.

## UNITED FORCES BILLS

SB's 112-128 and HB's 179-185 introduced the same day in both houses of the General Assembly are known as the United Forces for Education bills. These bills provide (1) for the enforcement of compulsory attendance laws, (2) for the original purchase of needed school buses by the State, (3) for the payment of teacher salaries on the basis of \$2,400-\$3,600 schedule for teachers holding Class A certificates and "fair and equitable" schedules for other teaching and administrative personnel, (4) for the reduction of teacher load from 32 to 30 pupils in average daily attendance per teacher, (5) for sick leave for teachers and principals 10 days per year on a cumulative basis, (6) for extending term of teachers employment from 9 to 10 months and of principals from 10 to 11 months, and (7) for providing clerical assistance to schools. These bills were introduced by Senators Carlyle, Allsbrook, and Whitley in the Senate and Messrs. Kirkman and others in the House.

## CONTINGENCY SALARIES

This bill, introduced by Representatives Taylor, Love, and Gudger of Buncombe, would appropriate \$618,312 to pay the salaries of teachers, principals and superintendents not included under the provisions of section 20½, Chapter 1249, Session Laws of 1949.

## SCHOOL INDEBTEDNESS

Another bill introduced by the Buncombe solons would amend section 115-158 of the General Statutes to specify that the county board of education must have the approval not only of the

(Continued on page 16)

## LOOKING BACK

### 5 YEARS AGO

(N. C. Public School Bulletin, March, 1946)

A. W. Honeycutt, superintendent of the Chapell Hill schools for eight years prior to July 1, 1945, and more recently training specialist with the Army Signal Corps, Washington, D. C., has been appointed North Carolina Field Representative of the Division of Surplus Property Utilization of the U. S. Office of Education.

State Superintendent Clyde A. Erwin was re-elected chairman of the legislative committee of the National Council of Chief State School Officers at its annual meeting held in Buffalo, New York, on February 1-3, where he made the annual report of that committee.

The school buses of the State are in a bad way at the present time, according to C. C. Brown, Director of the Division of Transportation for the State Board of Education, in a recent statement.

J. D. Taylor, formerly boys' adviser and science teacher at Hugh Morson High School, Raleigh, has been employed as executive secretary of the Veterans Education Committee, by State Superintendent of Public Instruction Clyde A. Erwin to pass on applications of educational and business establishments that desire approval for giving on-the-job training to veterans under the G. I. Bill of Rights.

### 10 YEARS AGO

(N. C. Public School Bulletin, March, 1941)

A conference of Jeanes teachers at Shaw University, Raleigh, on March 7 and 8 has been announced.

Margaret Lane Lewis has been employed to succeed Ruth Henry, resigned, as Assistant Supervisor of Certification in the Division of Professional Service in the State Department of Public Instruction.

Over six thousand out-of-school farm boys between the ages of 17 and 24, inclusive, are now enrolled in defense classes.

John A. Lang, State National Youth Administrator, announced approval recently of a project for an Edgecombe County resident training center at Rocky Mount to cost \$150,884 and to have 200 workers.

J. H. Moody, Superintendent of Graham County Schools for some 20 years, argued for his job before the Senate Education Committee on a House-passed bill which could legislate him out of office because he did not hold a degree from a four-year college.

## Erwin Made Member Board of Directors

State Superintendent Clyde A. Erwin has been made a member of the 1951 Board of Directors of the National Council of Chief State School Officers.

Other members named were: E. Allen Bateman of Utah, Dean M. Schweikhard of Minnesota, Roy E. Simpson of California, Hubert Wheeler of Missouri, and Vernon L. Nickell of Illinois. Lee M. Thurston of Michigan is president, Pearl A. Wanamaker of Washington, First vice-president, and Finis E. Engleman of Connecticut, second vice-president.

### General Assembly Do Enact:

(Continued from page 15)

county commissioners but also of the electorate when the county indebtedness falls under the constitutional debt limitation before it can include in its budget debt service fund all outstanding indebtedness incurred for school buildings of all political subdivisions of the county. Clarifies the definition of local districts or subdivisions whose indebtedness can be assumed, etc.

### AYCOCK MEMORIAL FUND

H.B. 224, introduced by Representative Kling of Forsyth County would create a non-stock, non-profit, charitable corporation known as The Charles B. Aycock Public School Memorial Fund for the purpose of promoting and enhancing the educational facilities in the public schools of the State. Governor is to name a twelve-man board of directors on recommendation of the State Superintendent of Public Instruction and approval of the State Board of Education for six-year staggered terms from May 1, 1951. Directors are to serve without pay, etc.

### AUDIO-VISUAL EDUCATION

Introduced by Senator Carlyle by request Senate Bill 186 provides for an audio-visual education program in the public schools of the State and for an experimental visual educational program in certain State agencies and institutions. An annual appropriation of \$250,000 to N. C. Communications Commission to develop an experimental program to determine techniques and procedures necessary for installation of a permanent program. Directs superintendents of public instruction to employ a well-trained, educationally qualified audio-visual education specialist to supervise the program and to provide him with clerical assistance, supplies, and other necessary expenses.

## MAKING TODAY'S NEWS

**Durham.** The Durham County Board of Education yesterday announced plans to begin work in the spring on a new light classroom unit on Roxboro Road, after approving long-time plans for a gradually expanding plant at the former airport site.—Winston Salem Journal, January 4, 1951.

**Henderson.** A new course on retail selling, under direction of State Department of Education officials and sponsored by the retail merchants of Henderson, will begin here Monday, January 15, and will run two weeks for five sessions each week.—Henderson Dispatch, January 5, 1951.

**Hertford.** Children of seven Hertford County Schools will receive audio-visual education through use of moving pictures in the first organized program of its kind in the county, Superintendent of Schools R. P. Martin said today.—Ahsokie News, January 4, 1951.

**Goldsboro.** Trustees of Goldsboro Graded Schools Wednesday night requested the Director of the Division of Insurance, State Board of Education, to draw up a policy covering Goldsboro's schools.—Goldsboro News, January 11, 1951.

**Wake.** Dr. Clyde A. Erwin, State Superintendent of Public Instruction, was guest speaker at a meeting of the P.T.A. in the Cary School auditorium last Tuesday night.—Raleigh Times, January 13, 1951.

**Shelby.** The importance of schools as a means of focusing attention on community problems was stressed by Dr. Richard L. Weaver, director of North Carolina Resource-Use Commission, as he spoke to a well-attended teachers meeting at the high school in Shelby Wednesday afternoon.—Shelby Star, January 12, 1951.

**Martin.** Bids on the construction of three school housing projects—a new Negro high school and addition to the white school at Williamston—were opened yesterday afternoon by the Martin County Board of Education and the supervising architects.—Raleigh News and Observer, January 14, 1951.

**Ashe.** Representatives from six districts met with the Ashe County Board of Education on Monday and gave this body a vote of confidence on the much discussed and delayed school building program in the county.—West Jefferson Post, January 18, 1951.

**Rowan.** A carload of fresh apples have arrived and will be distributed to schools in this area immediately, County Superintendent C. C. Erwin said today.—Salisbury Post, January 24, 1951.



# NORTH CAROLINA PUBLIC SCHOOL

# BULLETIN

Published Monthly by the State Department of Public Instruction  
RALEIGH, NORTH CAROLINA

April, 1951

Vol. XV, No. 8

## Board Adopts More Supplementary Texts

Additional textbooks for supplementary use in the elementary and secondary schools of the State were adopted by the State Board of Education recently. These new adoptions bear recent copyright dates—1948, 1949, 1950 and 1951. Just as soon as contracts have been completed the list will be added to titles for which contracts have not expired and made available to the schools.

## Three "R's" Are Taught Better Today

"So determined is a small group of self-styled fundamentalists in opposing any effort on the part of American public schools to augment the teaching of reading, writing and arithmetic with anything resembling social behavior or the art of earning a living that their enthusiasm for stagnation is fast approaching sabotage", says Louis Spillman, in the Waynesboro (Va.) *News-Virginian*.

"The public school is the foundation of a free America. It should teach children to read; it should teach children to write; it should teach children to do sums. But above all it should teach children to think.

"This may be treason in the minds of many who accuse the present public school system with frittering away the time of its students with non-essentials. If those who bleat the loudest about the lack of training provided in fundamentals would visit the schools and learn first-hand what is going on, perhaps they would have the decency to blush a pale pink at least. Actually the 'three R's' are being taught better today than ever before. But all the pedagogical skill in the world cannot make perfect spellers, readers, grammarians and mathematicians out of every child that is poured into the public school system."—The Public and Education.

## DEPARTMENT DISAPPROVES INTER-SCHOOL ATHLETICS FOR ELEMENTARY SCHOOLS

"Inter-school athletic leagues should be confined to senior high schools. They have no place in the elementary or junior high school."

This is what Taylor Dodson, Adviser in Physical and Health Education, State Department of Public Instruction, recently wrote the school superintendents and supervisors of instruction of the State. Mr. Dodson quoted the National Society of State Directors of Physical Education as being in favor of a well-rounded program of physical education for all children, but against highly organized competitive athletic leagues for children in grades 1-8. The State Department staff of the Division of Instructional Service concurs in this statement of the National organization, he said. This statement reads as follows:

"Highly organized competitive athletic leagues are not desirable for children and youth of elementary and junior high school age (grades 1-8). Physical education in elementary and junior high schools should stress a well rounded program of instruction for all children—for as many as possible—an interesting, extensive program of intramural competition on team, dual and individual sports supplemented by sports days and play days. In schools where intramural competition is not possible, sports days and play days should be given particular emphasis. In these play days, students of one or more schools should come together for socialized participation in activities with no school championships being involved."

Mr. Dodson pointed out that the practice of conducting extensive schedules of athletic competition for elementary and junior high school boys and girls is contrary to sound educational principles and is often detrimental to the health, and safety of the participants. Physicians and edu-

cators, he said, are agreed that there are real values in properly conducted physical activities, but that we cannot justify restricting these benefits to the few who will get to play or the first team. High powered inter-school athletics will tend to direct major attention to the school team and monopolization of teacher time and physical education facilities by the group involved.

## Membership in FHA Increases to 16,087

Membership in the Future Homemakers of America, girl student organization, is now 16,087, according to tabulations for the current year. Last year membership in this organization totaled 14,266.

There are at present 402 FHA Chapters, thirty more than last year.

Membership in this organization is confined to girls taking the regular high school homemaking course of study. Objectives of the organization are: the development of social qualities, the provision of wholesome recreation, and the promotion of better home life among club members.

When the organization first got going in 1943-44 there were only 34 chapters with less than 2,000 members.

## FEATURES

	Page
Department Disapproved Inter-School Athletics for Elementary Schools .....	1
Superintendent Erwin says .....	2
Civil Defense in the Public Schools of North Carolina ....	4
Highsmith Sends Release on Draft Ruling .....	6
G. I. Writes to High School Boys The General Assembly of North Carolina Do Enact .....	11
	15

# *Superintendent Erwin Says . . .*

## CIVIL DEFENSE INCLUDES CHILD DEFENSE

**S**CHOOL administrators and teachers are in pivotal positions, not only in education but in the affairs of community and civic welfare. By nature of their interest in the well-being of people at all ages of life, educators play an important role in shaping public opinion and in building public attitude.

At the present moment in our international life, conditions are such as to make it imperative that teachers and school administrators begin some positive thinking and planning on civil defense. There is need not only for giving children sane and accurate information but also for alerting public opinion on wise defense measures. What may happen, as a result of war, to confuse and entangle our daily routine is not known; it is, however, the better part of wisdom to be prepared for such emergencies. Certainly complacency and unpreparedness would constitute a weakness in the structure of our society and a strength in the strategy of our enemy.

Working with the State Civil Defense Council, our Department has prepared some suggestions for superintendents, teachers, principals, janitors, and bus drivers on how to organize, what to teach, and what to do in readiness for any possible emergency situation. Through adherence to these suggestions we can do much to strengthen our individual, home, and school defense. Information, as a part of education, is a good weapon in alleviating fear and in fortifying morale.

## NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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April, 1951

Vol. XV, No. 8



**CLYDE A. ERWIN**  
State Supt. of Public Instruction

**EDITOR**  
**L. H. JOBE**  
Director, Division of Publications

# *Ye Editor Comments . . .*

## **QUESTIONABLE PRACTICES**

It has come to our attention that certain companies have a practice of sending their materials or goods to teachers, principals and superintendents on approval or consignment basis. This is an unorthodox procedure and one not generally followed by reputable concerns. Too, it is difficult for the one who approves the bill to establish the fact that such goods were legally ordered, if they wish to purchase the materials.

It should also be stated that no school person is under any obligation to accept materials received in this way. Neither are they responsible for the costs of returning such materials if they are not desired. A good way to stop such practices would be to write to the company concerned that you do not wish further shipments on approval. If this does not stop the practice, then we recommend a scheme followed by one superintendent, and that is to keep the material until the company begins writing and submit a bill covering postage and services necessary for returning the materials.

## **"PANIC PUPILS"**

"Frightened children scanning the morning sky for expected Russian bombers do not indicate a healthy aspect of national security. Educational leaders should not institute programs which in the attempt to alert the public to the present national danger make hysterical victims of little children. It would appear that in some communities programs are being formulated in the schools because someone is convinced that something ought to be done, even though no one knows what course of action is desirable. Simply because we are confused, frustrated or even hysterical is no valid excuse for inciting the same conditions in helpless children."

—A. F. Corey, Executive Secretary, California Teachers Association.

## **CIVIL DEFENSE**

We are presenting in this edition some suggestions for the use of schools in cooperation with the State's civil defense program. Certainly, school children of the State should not be frightened as we initiate this program. On the other hand, there is danger that we adults can be too complacent about this matter. Although it will require some effort on the part of all of us—teachers, principals and other school people—as long as the nations continue to build up armaments, there is danger, even in North Carolina. Let us all therefore cooperate in the formulation of this program.

## **MEN TEACHERS**

There were 26,266 public school teachers employed during 1948-49. Of this number 3,371 were men and 22,895 were women.

There are a few more than this number at present, but the proportion of men is no doubt approximately the same as it was in 1948-49—12.8 per cent.

Among the states this proportion is next to Virginia, which ranks lowest in this respect with a percentage of 11.5 per cent men teachers. Average for the nation is 19.7 per cent men.

North Carolina should have more men teachers. More than half of the pupils in elementary grades are boys. In the high schools of the State 45 per cent are boys. We are not saying that the proportion of men teachers should be identical to enrollment divisions as to sex. We do believe, however, that there should be a larger percentage of men teachers than is now the case. Boys, especially in the upper elementary grades and in high school, need the advice and counsel of men. They need the guidance and leadership that only a man can give satisfactorily and adequately. Perhaps a high salary schedule, either from local or State funds, might attract more men into the teaching profession.



## NEA Provides Material On United Nations

To supply better teaching material for the classroom on the United Nations the Committee on International Relations of the National Education Association has established the United Nations Education Service. Information about how to secure the materials may be secured by writing to United Nations Education Service, 1201 16th Street, N. W., Washington 6, D. C.

## Treasury Sponsors Art Project

A national student art project—DRAW THE DREAM YOU SAVE FOR—which ends April 23, is being sponsored by the U. S. Treasury Department in cooperation with the National Cartoonists Society. The project is open to every 4th through 7th grade pupil attending a public, private or parochial school in the continental United States and Hawaii.

The Primary purpose of DRAW THE DREAM YOU SAVE FOR is to stimulate student activity in the Defense Bond and Stamp Program. It also encourages the pupil's creative interest and gives him a chance to depict the worth-while goals his family can achieve through Defense Bonds and Stamps. The drawings of the pupil's own impressions of what he'd like to have, or what he'd like his family to save for, can be done in any medium he selects—pencil, ink, crayon or water color. They may be poster or cartoon style, and should be no larger than 12 by 18 inches.

There is no entry fee, nor obligation on the part of the participants to purchase Defense Stamps or Bonds. Each school participating is invited to send up to five representative drawings to its State Savings Bonds Office *not later than midnight April 23*. Recognition will be given each participating school by a Certificate of Participation signed by the Secretary of the Treasury. No drawings will be returned. All will become the property of the Treasury Department, which will have reproduction rights, with credit going to the artist and his school. A representative selection of the best drawings will be chosen for exhibit in the White House the latter part of May.

Teachers who wish further information about DRAW THE DREAM YOU SAVE FOR should write Education Director, U. S. Savings Bonds Division, Treasury Department, Washington 25, D. C. immediately.

## CIVIL DEFENSE IN THE PUBLIC SCHOOLS OF NORTH CAROLINA

MEMORANDUM NO. 1, MARCH, 1951

This brief memorandum is the first in a series dealing with the responsibilities of school personnel for an adequate system of civil defense within schools. This memorandum outlines the specific steps which superintendents, principals, and teachers should take in initiating and organizing a civil defense program. From time to time, as State-wide needs become apparent, additional suggestions will be prepared and publicized.

### A. The Immediate Responsibilities of Superintendents:

1. Contact your local director of civil defense. Work with him in determining definite procedures and policies for your administrative unit, with particular reference to the suggestions contained in this memorandum. With him establish signals to be used within your schools to warn of impending raids and alerts.
2. Discuss with your principals their responsibilities as defined in Section "B" of this memorandum. Secure from each principal, and keep on file in your office, the membership of the Civil Defense School Council for each school.
3. Assist principals in studying their plant facilities and identifying safety and shelter areas.

### B. The Immediate Responsibilities of Principals:

1. Discuss the program with your school faculty and advise the group on the necessity for preparedness.
2. Organize Civil Defense School Council to assume responsibility for insuring adequate organization for civil defense within the school. These added duties may be assigned to an existing school committee, i.e., health or safety. If no appropriate committee now exists, a Civil Defense School Council should be organized, with the following suggested membership: the principal, a representative of local civil defense, a representative of the local health department, a teacher, a student, the school janitor, and a representative of the parent-teacher association.  
Inform the school superintendent of the membership of your committee.
3. Work with your Civil Defense School Council in establishing procedures for:
  - a. Insuring orderly and safe fire drills within the school.
  - b. Making use of air raid shelter or safety areas when warning signals or notices are given; for example:
    - (1) A certain signal may mean evacuate the building.
    - (2) Another signal may mean seek immediate cover away from windows, under desks, etc.
    - (3) Still another signal may mean go to previously designated shelter areas within the building.
  - c. Equipping first aid stations and assigning responsibility for administering first aid. Steps should be made to have in every school at least one trained person in first aid for every two to three hundred children.
  - d. Transporting children to homes after air raids have occurred. This necessitates an accurate directory of children.
  - e. Handling seriously injured persons. This may involve medical aid coming to the schools or transporting injured children to previously designated places.
4. Instruct bus drivers, as follows: If an alert warning is heard after the buses have left the schools and are on their way to the homes of the pupils, the bus drivers should continue on their routes, dropping the pupils at their usual places. If the driver learns of an alert while he is enroute to the school with a loaded bus, and is nearly to the school, he should take the children there so that they can go to a previously designated shelter, unless he happens to be nearer to a designated public shelter capable of accommodating the children in his bus, in which case he should stop and put them in the nearby shelter. If he is some distance away from the school and not in a built-up area, he should stop and take the children into the nearest house until the all-clear has been sounded.
5. Work with teachers in determining *what* children should be told about civil defense and preparedness, and *how* they shall be instructed.
6. Plan for training within the curriculum in First Aid, Home Nursing, and Home Care of the Sick.

### C. The Immediate Responsibilities of Teachers:

1. Be careful to alleviate fear among children. One of the greatest things to fear is hysteria. Discuss the problems frankly and honestly with children, having respect for their maturity level.
2. Maintain, as nearly as possible, a normal and regular school situation.
3. Tell children:
  - a. About the warning signals set up for the school and community.
  - b. To follow instructions of their bus drivers and all others who have responsibility for their security.
  - c. Where first aid stations are located in their building.
  - d. To remain under shelter, whether at school, home, or any place, in case of any type of warning until release from warning is given.
  - e. To move away from windows when warnings are heard.
  - f. To cover their head, neck, face, hands, legs in case sudden dazzling light is seen.
4. Intensify instruction in First Aid and Home Care of the Sick. The following suggestions are pertinent:
  - a. First aid and home care of the sick should be taught to all children at all grade levels in so far as it is consistent with their needs and level of understanding. This should be done as part of the regular instruction in health and safety done by the classroom teacher.
  - b. An effort should be made to intensify the work that is already being done in first aid and home care of the sick in existing courses. Members of the faculty who are most likely to have an adequate background of college courses to qualify them as instructors in first aid and home care of the sick are home economics and physical education teachers.
  - c. Schools should consider the possibility of offering in the future an elective course of one semester at the senior level which would include such areas as safety, first aid, home care of the sick, social hygiene and community hygiene.
  - d. Civil Defense Bibliography:
    - (1) Medical Effects of the Atomic Bomb (color, sound film) Part I (Physics, Physical Destruction, Casualty Effects)  
Order number PMF 5058 (32 minutes)
    - Part III (Medical Service in Atomic Disaster)  
Order number PMF (28 minutes)
    - Fee: shipping cost onlyOrder from the Commanding General of the Army in your area, attention of the surgeon.
  - (2) Health Service and Special Weapons Defense  
Superintendent of Documents, Washington 25, D. C.—60c
  - (3) First Aid and Home Care of the Sick  
(See local Red Cross Chapter or write Metropolitan Life Insurance Company, New York, New York.)

## Edpress News Letter Lists Straws in the Wind

**Effective protest:** When a 12-year-old girl, backed up by 165 schoolmates, wrote the Navy that it didn't need school teacher Perry J. Rockwell as much as they did, the Navy gave in. Rockwell, a Chicago teacher, has been deferred from duty until semester's end in June. \* \* \*

**Change of scenery:** Five South Carolina high schools have entered into compact to exchange teacher-visits. \* \* \*

**A plea for change:** A conference of 35 educators and social workers told U. S. Government officials that Federal-aid money for day care centers for children of war-working mothers should be channelled through Federal and State educational agencies. During World War II, it went directly to communities. \* \* \*

**Carnival of trains:** The children of Hyattsville Elementary School in Maryland staged their third annual Electric Train Derby. Four classifications were in the running: streamliners, freight engines, passenger engines and miscellaneous types. Local dealers gave awards to winners. \* \* \*

**Speed-up:** The University of Wisconsin announced it will offer a stepped-up study program for students about to be drafted. Certain courses will be deferred and others will be packed into one term instead of two. \* \* \*

**Deadline:** Veterans taking correspondence courses under the G. I. Bill will not be permitted to switch to classroom courses after the July 25, 1951 cut-off date for training. \* \* \*

**Note to teachers:** Please pass this word on to school children: The United States Government asks children to empty their penny banks and put the pennies in circulation. The Government can't keep up with the demand for coppers (copper shortage) and appeals to all penny hoarders: "Turn them in for silver pieces!" \* \* \*

**Fibres of character:** Here is a note for those who are losing faith in the coming generation: Students of Mount Vernon High School in Fairfax County, Virginia, have taken it upon themselves to make up the \$2,000 that was stolen from the school safe last Halloween. Already they have raised about \$1,000. They plan to have the rest before the middle of next month.

## BLS Issues Fact Book On Manpower

Major aspects of the Nation's manpower situation, including data on potential civilian and military manpower resources under conditions of national emergency, are reviewed in a "Fact Book on Manpower", released recently by the Department of Labor's Bureau of Labor Statistics. The fact book presents a series of tables, charts, and text material summarizing basic information on the United States working population.

Copies of the "Fact Book on Manpower" may be requested directly from the Bureau of Labor Statistics, U. S. Department of Labor, Washington 25, D. C. Only a limited supply is available for free distribution.

## NEA Provides Travel Tours

Twelve travel tours for the 1951 summer are described in a booklet recently issued by the National Education Association.

This is the sixth year that the NEA has operated travel service. Tours this year have been arranged for Alaska, the Atlantic Seaboard, the Canadian Rockies and the Pacific Northwest, Central America, Cuba, Europe, French Canada, Hawaii, Mexico, Pacific Northwest and California, the Rockies, California and Southwest, and Western National Parks.

For description of tours including costs, write Division of Travel Service, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

# HIGHSMITH SENDS RELEASE ON DRAFT RULING

Copy of an Associated Press release from Selective Service Director Lewis B. Hershey relating to 30-day postponement arrangements with reference to the drafting of college and high school students was forwarded to county and city superintendents recently by Dr. J. Henry Highsmith, Director, Division of Instructional Service, State Department of Public Instruction.

Dr. Highsmith suggested that a copy of the release be sent to all high school principals for announcement to all boys of draft age.

The release follows:

"Selective Service laid down its formal rules today under which thousands of college and high school students will have a chance to enlist in the service of their choice even after their school term ends next summer.

"A 30-day postponement of induction is provided for these students.

"Under law, inductions of students delayed while they are in school are postponed automatically until the end of the school year. But at that time they would be called immediately.

"The new policy provides that a student, even if he has been ordered for induction will be allowed to apply for the 30-day holdup of his induction notice, stating his purpose to enlist. The postponement would begin at the end of the school year.

"Then, at the end of the 30 days his draft board would make a check. If the student had enlisted, his case would be closed. If he hadn't, he would be drafted.

"Selective Service officials said they feel the new policy will allow the student to devote his entire final month to his studies, instead of spending time scouting around recruiting stations. Many students have been trying to enlist in the Air Force or Navy, rather than wait to be drafted for service in the infantry.

"Selective Service Director Lewis B. Hershey issued the instructions relating to the 30-day postponement arrangement in telegrams to all State Directors of Selective Service."

## Only Literate Read

A survey by "Editor and Publisher" for 1950 shows that 55,829,072 newspapers were sold daily last year in the United States and Canada. This is a record. Advertising lineage last year also reached an all-time high. Only the literate are interested in the news of the world. Only people who read contribute to prosperity resulting from widespread information obtained from advertising columns.

## Schools Invest \$2 Million in Audio-Visual Aids

North Carolina public schools now have more than two million dollars invested in audio-visual aids, it was reported recently by Sam C. Lattimore, Chairman of the N. C. Communication Study Commission.

This Commission was created by the General Assembly of 1949 to survey, study and appraise the need for an over-all plan for the use of all methods of education communication in North Carolina. It was directed to make its report to the General Assembly.

According to Chairman Lattimore 65 per cent of North Carolina's public school investment was provided by local parent-teacher associations and other such groups, private donations and school functions. Only 24 per cent of the cost of such aids, he reported, came from local funds. The remaining 11 per cent came from federal programs and government surpluses.

The Commission is proposing a \$593,400 annual program which would be administered by the State Department of Public Instruction.

## Dr. Hurlburt Describes Guidance-Curriculum Study

The Guidance-Curriculum Study now being conducted by the Survey of Public Education was described in a report to the State Board of Education recently by Dr. A. S. Hurlburt, Director.

This study, which is being carried on in Beaufort, Iredell and Swain Counties, has a two-fold purpose: (1) to determine the types of guidance services needed in the public schools and the number of personnel needed in order to provide these services; and (2) to determine in what ways our present curricular is not meeting the needs of our youth, the latter in order to indicate the curriculum areas which should be strengthened.

Various tests have been used in this study—mental maturity, achievement, educational development, reading, as well as check lists. In addition each school will make a self-evaluation, using the evaluative criteria developed by the Southern Association of Secondary Schools and Colleges.

## Dr. Carmichael Looks at Higher Education

There were "Five major events" in U. S. higher education in the past 100 years, according to Dr. Oliver C. Carmichael of the Carnegie Foundation for the Advancement of Teaching:

- (1) Growth of land-grant colleges, "through which the U. S. announced that higher education is not alone for the well-to-do but also for the farmer and industrial worker".
- (2) Trend toward a flexible curriculum, through the elective system, "which attracted large numbers of students to college and introduced a profession of courses".
- (3) Expansion of university research.
- (4) Spread of general education and
- (5) Change-over of the junior college into the community college. During the next 50 years, community college expansion will exceed that of any other phase of higher education, Dr. Carmichael predicted.

## Roving Forum Not Approved By Ohio Superintendent

State Superintendent Clyde Hissong of Ohio has notified the Chief State School Officers of each state that the State Department of Education in Ohio has had nothing to do with a "so-called Trans-American Roving Summer Forum of Representative High School Boys."

This communication was issued by Superintendent Hissong in denial of a claim set forth in a mimeograph sheet evidently circulated among the schools of the country outlining the advantages of a tour under the direction of James L. Doran of Pataskala 1, Ohio, in which the claim is made that "The tour is planned with the full knowledge of the state superintendent of schools of each and every state, practically all of whom have written only words of praise for the project."

"I want to assure you", Superintendent Hissong said, "that the State Department of Ohio has had nothing whatsoever to do with this activity being sponsored by Mr. Doran. It was not planned with the full knowledge of the State Superintendent of Public Instruction in Ohio. I want to assure you further that the State Superintendent of Public Instruction in Ohio has never written any 'words of praise for the project.'"

State Superintendent Clyde A. Erwin of North Carolina also disclaims any knowledge of this project, nor has he given any approval or endorsement to it.



## Department Reprints "Language Arts"

A second edition of "Language Arts in the Public Schools of North Carolina, Years 1-12" has been printed, it is announced by L. H. Jobe, Director of Publications for the State Department of Public Instruction. The price of the new edition will remain at 50 cents a copy, Mr. Jobe stated.

## United Nations Publishes Guide Book

Publication of the second edition of *Everyman's United Nations* was announced recently by the United Nations Department of Public Information.

*Everyman's United Nations* has been prepared to meet the need for a compact ready-reference guide to the structure, functions and work of the United Nations and its related specialized agencies. First issued in 1948, the book in its present edition has been revised and enlarged to record much of the work accomplished since the publication of the original volume.

This reference guide—313 pages long and presented in a format of convenient size—is made up of three parts plus appendices. The first part contains important material on the structure of the United Nations and describes, among other matters, the composition, functions and powers, voting procedures, and sessions of each of the major organs.

The second part summarizes in succinct form the work of the United Nations and the history of all the most important questions to come before the Organization since 1946.

The third part is devoted to a description of the functions, origin, organization and activities of each of the specialized agencies from its establishment to the end of 1949.

The appendices include lists of the Members of the United Nations and the specialized agencies and a roster of the United Nations (as of January 1950) setting forth the capital, area, population and date of admission to the UN of every member state. In addition, the appendices contain a selected bibliography and a list of United Nations Information Centers throughout the world.

*Everyman's United Nations* is priced at \$1.25. It is obtainable from the Columbia University Press, 2960, Broadway, New York 27, N. Y.

## DR. McDONALD SAYS MANPOWER GOAL CAN BE REACHED WITHOUT 18- YEAR-OLDS, VETERANS, OR FATHERS

"It is more than ever clear to us that neither 18-year-olds, veterans, nor fathers will be necessary to reach the Department of Defense goal of 3.4 million men in the armed forces", said Dr. Ralph McDonald of the National Education Association recently following a two-hours conference with General Lewis Hershey.

Dr. McDonald had testified that the draft of men in the 19-26 age bracket would meet the need described by the Department of Defense.

"Mrs. Rosenberg, Assistant Secretary of the Department of Defense, has said that it would be necessary to take 545,000 18-year-olds to reach the desired military strength", said Dr. McDonald. "These 545,000 men can easily be obtained from three groups that it apparently had not been the intention of the Defense Department to call up: (1) at least 250,000 single, able-bodied men 19-26 years of age who are now classified as 4-F's; (2) at least 200,000 college students 19-26 years of age who will graduate or leave college by June of this year; (3) 290,000 non-veterans 19-26 years old with dependents other than children. These groups total 740,000 that the Defense Department apparently overlooked in their decision to ask for the draft of 18-year-olds. There are still others who could be called without touching 18-year-olds, veterans or fathers.

"Now classified as 4-F's", said Dr. McDonald, "are almost a million single non-veterans 19-26 years old. The Defense Department itself has admitted since the testimony offered before the Senate Preparedness Sub-committee that 150,000 of these men can be used. It is our belief that 400,000 can meet the demands of service if the Department wishes to call them up. Certainly 250,000 of them are available immediately.

"At the previous hearings Mrs. Rosenberg presented figures to show that 570,000 college students were draft exempt. Under the present Selective Service law or under the new legislation now being considered the number of deferred college students 19-26 years of age will be far less.

"We see no reason why a non-veteran 19-26 years old who has no children should be exempt from the draft solely because he is married."

## Scholastic Magazines To Conduct European Tours

A 7-week tour to Europe—England, Sweden, Holland, Switzerland, Denmark, Germany, Italy, France, Norway, and Austria—will be conducted this summer by Scholastic Magazines. Sailing dates are June 1, June 28 and July 7. The entire cost of the tour—51 days—is \$998. Further information may be procured from United States Travel Agency, Inc., 807 15th Street, N. W., Washington, D. C.

## McGrath Makes New Appointments

Earl J. McGrath, Commissioner of Education, Federal Security Agency, in implementing the recent reorganization of the Office of Education, recently announced the following personnel assignments:

Wayne O. Reed, President, Nebraska State Teachers College, Peru, Nebraska, to be Assistant Commissioner of Education in charge of the newly-created Division of State and Local School Systems.

Raymond W. Gregory, to continue as Assistant Commissioner for Vocational Education in charge of the strengthened Division of Vocational Education.

John Dale Russell, formerly Director of the Division of Higher Education, to be Assistant Commissioner in charge of the reorganized Division of Higher Education.

James C. O'Brien to be Assistant Commissioner with special responsibility for defense-related activities of the Office of Education, and with continuing direction of the National Scientific Register Project.

In announcing these appointments, Commissioner McGrath again emphasized the purpose of the Office of Education reorganization—"to provide more effective means for identifying and meeting the basic problems of education, in accordance with the American tradition of state and local control of education, and to make a direct attack on these problems in cooperation with the schools, colleges, and educational organizations of the Nation."

# STATE'S RANK IN PUBLIC EDUCATION SHOWN BY RECENT STATISTICS

## IN MOST INSTANCES BELOW AVERAGE NEAR BOTTOM IN SOME ITEMS

### CLOSE TO TOP IN OTHERS

North Carolina's rank on nine items of public education are shown by statistics recently issued by the Office of Education.

In seven of the nine items on which comparisons are made North Carolina ranks below the average for the Nation. On two items, percentage of enrollment in attendance and percentage of revenue receipts from State sources, the State is above the National average. All the figures are for the school year 1948-49.

**Enrollment in High School**

On percentage of total enrollment in high school North Carolina is 38th from the top with 19.8%. The Nation's average is 23.1%. New York is at top place with a percentage of 28.6. Mississippi is at the other end of the scale with a percentage of 14.8.

Among the eight states in the South Atlantic group, Delaware, Virginia, West Virginia, Georgia and Florida rank above North Carolina on this item. Only Maryland and South Carolina rank below this State.

**Attendance**

This State makes a relatively good showing in percentage of enrollment in average daily attendance, her rank being 16th among all states. Three of the eight South Atlantic states have a higher rank—Delaware 13th, West Virginia

er rank—Delaware 13th, West Virginia 16th, and South Carolina 18th. The bottom in the South Atlantic group is Mississippi, which ranks 48th.

**Receipts Per Pupil**

On revenue receipts from all sources per pupil in average daily attendance North Carolina ranks 32nd among the States. The bottom in the South Atlantic group is Mississippi, which ranks 48th.

**Salaries**

North Carolina ranks 32nd among the States in average annual salary paid teachers, supervisors and principals. That average for 1948-49 was \$2,438. The National average was \$2,846. Range among the 48 states extended from \$1,356 in Mississippi to \$4,178 in California.

**Box**

The statistics in the accompanying box all concern North Carolina. They are presented in order for the additional information included.

daily attendance—\$126.95, rank 41st. Among the eight South Atlantic states only South Carolina and Georgia are below North Carolina. The states average in this respect from a low of \$76.98 in Mississippi to a high of \$284.55 in New York. Average for the Nation is \$197.63.

**Per Capita Expenditure**

This State makes a better showing at 31st place among the states in expenditures per capita of population. The National average is \$35.68, whereas North Carolina's average is \$31.45. The states vary from an average of \$19.88 in Mississippi to \$51.45 in New York.

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### NORTH CAROLINA PUBLIC SCHOOL STATISTICS, 1948-49

Estimated population, 7-1-49	3,864,000
Total public school enrollment	857,065
Boys	429,272
Girls	427,793
Elementary, grades 1-8	687,568
Boys	323,565
Girls	364,003
Secondary, grades 9-12	169,447
Boys	83,238
Girls	86,209
Per cent in secondary schools	19.8
Rank among states	38th
Average daily attendance	769,405
Average days schools were in session	179.9
Average days pupils enrolled attended	161.5
Per cent attendance of enrollment	89.8
Rank among states	16th
Total supervisors, principals and teachers	27,680
Principals and supervisors	1,414
Total teachers	26,266
Men	5,371
Women	22,895
Per cent men	22.8
Per cent women	77.2
Rank among states	47th
Average salary principals, supervisors, teachers	\$2,498
Per cent revenue from State sources	\$2.00
Rank among states	65.4
Revenue receipts per pupil in A.D.A.	\$136.35

North Carolina is next to the bottom in the South Atlantic group in percentage of enrollment in high school. The bottom in the South Atlantic group is Mississippi, which ranks 48th.

New Teachers		from \$78.78 in Mississippi to \$947.70 in California.		Current Expense		This State is also near the bottom in current expense per pupil in average	
North Carolina is next to the bottom (Thank God for Virginia!) in percentage of men teachers. Only 12.8% of all teachers (not counting principals) are							

STATISTICS OF STATE SCHOOL SYSTEMS, 1918-19  
(Circular No. 285, U. S. Office of Education)



# TREASURY DESIGNATES MAY 1 AS SPECIAL DEFENSE STAMP DAY

The U. S. Treasury is asking schools everywhere to designate May 1 as a special Defense Stamp Day, in observance of the 10th birthday of Series E Bonds.

Series E Bonds, the kind school children get with their completed Stamp Albums, first went on sale May 1, 1941. On that memorable day former Secretary of the Treasury Henry Morgenthau, Jr., sold the first Series E Bond to President Franklin D. Roosevelt. Defense Stamps went on sale at the same time.

Over the past 10 years Series E and also F and G Bonds have enjoyed a most impressive and successful career. Treasury records show. Everybody bought War Bonds as they were termed during the war years. The sale of Stamps did not stop with the war. They remained in thousands of classrooms all over the nation, playing a big role in teaching boys and girls to be thrifty.

Due to the grave international situation patriotism is again playing a part in the Defense Stamp and Bond program. Stamp sales are going up. This is good proof, Treasury officials say,

that school children and their teachers are already on the alert to the national emergency. It is good evidence that new School Savings Programs and more weekly Stamp Days are being organized.

Hence the Treasury is asking schools to make May 1 this year a nationwide Stamp Day—to celebrate 10 successful years of Bonds and Stamps and School Savings—to make another high peak in this year's performance—to set high goals for the future. Best of all, May 1 Stamp Day will give young America a chance to get in on a significant defense activity, while at the same time increasing their own tidy nest-eggs of personal security.

The Treasury has chosen as the slogan for this celebration for everyone—**YOUNG OR OLD—DEFENSE IS EVERYBODY'S JOB—BUY DEFENSE BONDS NOW.**

For further information on Stamp Day, School Savings or Defense Bonds contact your North Carolina Savings Bonds Office, Greensboro, North Carolina, or write Education Director, U. S. Savings Bonds Division, Treasury Department, Washington 25, D. C.

## Public School Employees Exempt from Wage Freeze

On January 31, General Regulation No. 4 removed public school employees from the freeze.

Said the Wage Board: "Increases in the wages, salaries, and other compensation of state, county and other non-federal governmental employees, whose wages, salaries and other compensations are fixed by statute, ordinance, or regulation of duly constituted authorities of such governmental bodies, may be made without the prior authorization of the Wage Stabilization Board."

Local salary arrangements must conform, however, to the national wage stabilization policy.

As in World War II, employees of private educational institutions still remain under wage controls. During the years 1942-45 private school salary increases had to be approved by Regional War Labor Boards. Increases within schedule and promotional raises did not need Board approval. Appeals for teacher increases by non-public institutions were generally given lenient treatment due to the low salary schedules that then prevailed.—Edpress News Letter.

## University of Pennsylvania Will Hold Family Workshop

The Committee on Family Financial Security Education is inviting educators to participate in the second graduate workshop on family financial security to be held at the University of Pennsylvania, June 27 to August 10, 1951. Superintendents of public school systems and heads of teacher-education institutions throughout the United States have been asked to nominate qualified teachers and staff members for scholarships.

The workshop will be open to 40 participants. Tuition scholarships and travel allowances will be granted to the 40 successful candidates who will be chosen according to geographical distribution and according to the nature of their curricular and professional interests.

The School of Education and the Wharton School of Finance and Commerce will cooperate in offering the workshop course, thus making available top-ranking financial teachers as well as professors who can give competent guidance necessary for planning teaching units.

## Health Education Workshop To be Held July 11-19

The 1951 Health Education Workshop will be held at Chapel Hill, July 11-19.

This workshop is sponsored by the University of North Carolina and the School Health Coordinating Service, joint agency of the State Department of Public Instruction and the State Board of Health. It is intended for teachers, principals, nurses, supervisors, visiting teachers and other leaders. Its purpose is to provide opportunities for leaders in health and education.

Charles E. Spencer, Director of the School Health Coordinating Service, will have charge of the workshop. He will be assisted by Dr. O. K. Cornwell of the Department of Physical Education and Athletics of the University, Etta Mae West of the University's School of Public Health, Mrs. Ruth Moore Davis of the Charlotte City Schools, Mary Brice Deaver of the State Board of Health, and Dr. R. M. Fink and Mrs. Annie Ray Moore of the School Health Coordinating Service. Applications to the workshop should be made through local school superintendents.

## Lunch Rooms Serve 55 Million Meals

A total of 55 million meals will be served in schools operated this year under the State's School Lunch Program, it is estimated by Mrs. Annie W. Maley, State Supervisor.

This program is estimated by Mrs. Maley to cost approximately twelve million dollars, one-fourth of the amount furnished from Federal funds and three-fourths from receipts of the sale of meals and local contributions. In addition, the Federal government will contribute around three million dollars in commodities through the Department of Agriculture.

Meals served during recent years under this program have increased from 36 million in 1947-48, to 44 million in 1948-49, to 48 million in 1949-50, and this year to 55 million. According to State Superintendent Clyde A. Erwin, "The development of this program constitutes one of the most amazing records to progress and efficient operation that I know anything about. The effects of this program in terms of nutritional improvement as well as academic progress would be almost impossible to evaluate."

## Mrs. Maley Cites Ruling on Use of Lunchroom Funds

Attention is called to a ruling of the State Board of Education with reference to the use of lunchroom funds by Mrs. Anne W. Maley, State Lunchroom Supervisor, in a recent newsletter.

"From time to time," Mrs. Maley writes, "we find teachers and other school employees carried on the lunchroom payroll. This results in embarrassment to those concerned when required to replace such funds."

The ruling of the State Board of Education cited by Mrs. Maley reads as follows:

"That the payment from lunchroom funds for free lunches for teachers, principals, and similar personnel, or payment in cash to such persons for services rendered in connection with the lunchroom, be prohibited."

"This ruling has been interpreted to us," Mrs. Maley further states, "as covering all personnel as follows: The regulation of the State Board of Education is designed to eliminate maids, janitors, and bus drivers . . . action was taken to prevent double salaries being drawn by any employee of the public schools. The above interpretation is to clarify the phrase 'and similar personnel.'"

## Do You Become Impatient?

Some teachers become upset when the class does not come to order immediately as the bell rings. They worry at the "delay" of a few minutes at the beginning of the period, when student talks to students, and the deep interests of the pupils come to the surface. Such a teacher, believing her comments more important, seeks to end promptly this give-and-take between pupils.

But one authority on teaching says: "The impact of personalities upon each other at the beginning of class is frequently worth more than the abstractions which would be imparted by a teacher's spoken word. Therefore, I do not worry at the loss of 2 or 3 minutes at the beginning. In fact, it gives me a chance to study the individuals, gauge their mental set for the day. Out of the mumble of conversations I try to catch some phrase, some comment from the children, some topic of their interest, which will serve as a springboard for beginning the lesson".

A happy, contented, well-adjusted child should be the objective of every school on every level.—NEA News.

## G. I. WRITES TO HIGH SCHOOL BOYS

N. C. State College  
Raleigh, North Carolina

DEAR FELLOW STUDENT:

The days and months ahead are critical and trying ones for you I know. The present crisis has placed you in a state of uncertainty and confusion. None of us know what course will be taken in world events during the following months. We must weigh the situation carefully and make our decisions wisely. The present mobilization plans are not too clear to us. We never know today what the directives will have in store for us tomorrow.

I was in the same state of turmoil in 1943 as you find yourself today. I finished high school at the age of seventeen. All through my high school years I had planned to attend an engineering college. I had prepared myself along these lines and was even planning to enter college the following year, but I, like yourself, was unsure as to my position in the mobilization plans. I finally decided to work until I entered the service because I believe that I would not be permitted to finish a full school year. It happened that I would have been able to finish one and a half years in college. I know now that I made a decision that was unwise. I am finishing the work this year on my B.S. in engineering at the age of 25. Had I chosen wisely I would have finished over one year ago. I am not citing my own case for the purpose of "railroading" you into a college or university. The purpose of explaining my case to you is to make you think the situation over and make your own decision. You must decide regardless of your background whether you can serve your country better by continuing your education or by service in the armed forces.

The present mobilization plans state that a man enrolled in college, if called by his draft board, may be permitted to finish the school year and have a 30 day period after the school year is ended in which to volunteer for the branch of service that he chooses.

Our country is just as much in need of technical personnel as it is for the military. Now, at this crucial time, we find that we are thirty-three and one third per cent short on engineers for operating the Nation. This state of affairs is duplicated in many respects with regard to other scientific fields and other professions, including medicine, dentistry, etc. In other words there is not an over-supply of trained leadership for our nation.

In closing let me urge you again to think with planning before you decide the course you should take. The more education you have the more service you can render your country and yourself. Also if you should decide to further your education then have to go to the service, when you have returned to normal life again you will be eternally grateful that you got every single week of work ahead of you that you could get.

Sincerely yours,  
James K. Plemmons

## Roger Babson Says

"I advise young men between 18 and 20 to quit listening to radio commentators who know no more as to the future than you readers do. Go on about your plans for schooling or work the same as if no war is now probable. Then if you are called, it will be okay; while the chances are 50-50 that you won't be called. When you go to work, get a job with some industry which is essential to the war program—don't be content to jerk sodas or drive a truck.

"The next few years offer a great opportunity for young men to become expert in some one line of work. Too many young people have been getting jobs without any carefully planned aims. The new defense efforts enable a young man to take tests and ascer-

tain for what he is best fitted and how to train therefor. If you live in a small town where there are no industries, have your mother teach you to cook. This is becoming a real profession. Drafted young men who can qualify as trained cooks are always given good opportunities for advancement.

"The trouble with parents and youths today is that they visualize the next war—if it comes—will be like the last war. This is a great mistake. We cannot lick Russia by numbers. Korea proved this. It was our intelligence forces that let us down. We can win by brains. If World War III comes, it will be a conflict of superior intelligence. Hence, let our youth prepare to use their brains."—Guidance Briefs, N. C. State Dept. of Public Instruction.

# SCHOOLHOUSE LACK OUR NO. 1 HEADACHE, COMMITTEE REPORTS

America's No. 1 school headache is its lack of adequate schoolhouses, a committee of citizens from 29 national organizations emphasized in a special report entitled "Citizens Look At Our Schoolhouses" recently released by the Office of Education, Federal Security Agency.

The report, presenting information on what has happened to our schools during the past 25 years, and reviewing current and anticipated schoolhousing problems, was made public by Earl James McGrath, Commissioner of Education.

"Coming from laymen on the Citizens Federal Committee on Education, an advisory group to the Office of Education, this progress report offers factual evidence of the Nation's critical need for schoolhouse construction", Commissioner McGrath stated. "Facts contained in the report should impress citizens with many of the problems school administrators face at this time in helping meet the urgent needs of our children. The report also focuses upon schoolhousing needs of the next decade which our country's growing population will dictate."

The report tells briefly "what happened to our schools during the past quarter of a century", and reveals that "we will need at least 50 per cent more classrooms over the next 10 years than we now have" to take care of the rapidly-increasing school population. "By 1959-60", the report says, "270,000 new classrooms will be needed for increased enrollments in grades 1-12, 150,000 for necessary replacements, 60,000 for reorganized school districts, and 40,000 for kindergartens and grades 13 and 14."

The total cost of this number of needed classrooms, according to the report will be \$14,040,000,000, an expenditure which is termed "an investment in America."

"One out of five schoolhouses now in use throughout the country should be abandoned or extensively remodeled", the report points out. Many of these "are admittedly firetraps." A large number lack normal sanitary conveniences, with no inside toilets or decent washrooms. Many others, some dating back to the Civil War, "are not adapted to modern education demands or administrative efficiency." Poor location of still other schools, because of shifting population trends, results in high pupil transportation costs and other administrative problems, the report reveals.

For the guidance of citizens interested in better schools and improved education for the Nation's children, the report suggests what a modern school should be like. It discusses the planning and locating of a school, and "the problem of financing."

Copies of the report, "Citizens Look At Our Schoolhouses", are available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Single copies are 15 cents each. A discount of 25 per cent is allowed on orders for 100 copies or more.

## North Carolina School Children Give \$2,144.51 On U. N. Fountain

A total of \$2,144.51 has been forwarded to the American Association for the United Nations as North Carolina school children's part toward the erection of a Central Fountain at U. N. Headquarters in New York. The State's quota was \$2,000.00.

The collection of funds in North Carolina has been under the direction of Mrs. W. Kerr Scott. "I am glad that North Carolina not only raised, but exceeded her quota", Mrs. Scott stated. "The school children of North Carolina are to be congratulated for their participation in this worthwhile project."

State Superintendent of Public Instruction stated, "The children of North Carolina can feel that they have an investment in a Fountain which becomes a symbol of international peace, and which will become a permanent expression of hope for peace from the children of America."

## Fayetteville Holds Career Day

Fayetteville High School held a Career Day program on March 16. The program was sponsored by the Fayetteville Kiwanis Club and the school's Vocational Department.

Features of the program were the many speakers representing various occupations. At the early assembly recognition was extended to the superintendent, principal and various other educational leaders. The main address at this assembly was given by J. Warren Smith, Director of the Division of Vocational Education, State Department of Public Instruction.

Following this assembly program the group divided into smaller groups in classrooms where talks were given concerning approximately fifty occupations.

## Committee to Study School Administration

A State Advisory Committee composed of representatives of institutions and organizations has been appointed by State Superintendent Clyde A. Erwin to cooperate with George Peabody College and Teachers College in a study of school administration. The study is a National project sponsored by the Kellogg Foundation.

Appointed to the State Committee are the following:

Dr. W. E. Rosenstengel, Professor of Education, U. N. C., Chapel Hill, Chairman; J. M. Hough, Superintendent of Leaksville Public Schools, Vice-Chairman; A. B. Combs, State Department of Public Instruction, Secretary; Dr. E. D. Bolmeier, Professor of Education, Duke University; Marie Haigwood, Supervisor of the Shelby Public Schools; D. N. Hix, Superintendent of Granville County Schools, Oxford; Dr. Leo W. Jenkins, Dean, East Carolina Teachers College, Greenville; C. B. Martin, Principal Robersonville High School; Charles W. McCrary, Member of the State School Board Association, Asheville; Dr. Herber Wey, Principal of the Appalachian High School, Boone; J. A. Woodward, Principal of the Gray High School, Winston-Salem; J. E. Miller, Administrative Assistant, State Department of Public Instruction.

## Department Issues Booklet On Vocational Education

A twelve-page booklet "Vocational Education in North Carolina" has been issued by the Department of Public Instruction.

This booklet describes the present program of vocational education, showing by maps of the State and by descriptive and statistical material where the program now operates in its several phases and where there is need for expanding the program.

The booklet shows that there are now 527 high schools that offer agricultural education, 437 vocational home economics, 101 trade and industrial courses, and 44 distributive education. There are a total of 965 public high schools. As is pointed out in the booklet, the job is far from complete.

Enrollment in these courses during 1949-50 were as follows: agriculture, 21,854; home economics, 32,203; trades and industries, 2,405; and distributive part-time 4,216; evening, 1,843. Total enrollment in high schools was 181,941 — rural 119,786, city 62,155.



## YEARLY COST OF EDUCATION IS \$126.95

### State Ranks 40th In this Respect

The average annual cost of educating a school child in 1948-49 was \$126.95 according to latest figures released by the U. S. Office of Education. This is based on the number of pupils in average daily attendance.

National average for that year was \$197.65. North Carolina ranked 40th in this respect among the 48 states. The range in expenditures for this purpose was from a high of \$284.85 in New York to \$76.98 in Mississippi.

Pupil costs in other South Atlantic States were as follows: Delaware \$222.63; Maryland \$204.22; Virginia \$134.16; West Virginia \$145.99; South Carolina \$114.59; Georgia \$106.84; and Florida \$173.87.

Four East South Central States expended an average per pupil of the following: Kentucky \$116.14; Tennessee \$116.42; Alabama \$107.04; and Mississippi \$76.98.

### Science Talent Search Winners Announced

Forty winners, nine girls and thirty-one boys, in the 10th Annual Science Talent Search have been announced. None is from North Carolina.

States represented by winners are the following: California 4, Illinois 1, Kansas 1, Maine 2, Maryland 1, Massachusetts 3, Minnesota 1, New Hampshire 1, New Jersey 3, New York 13, Ohio 3, Oregon 2, Pennsylvania 3, Tennessee 1, and West Virginia 1.

All forty will have a five-day all-expense-paid trip to Washington and an opportunity to compete for scholarships.

### Highsmith Honored

Dr. J. Henry Highsmith, Director of the Division of Instructional Service of the State Department of Public Instruction, was recently honored by initiation into the Chapel Hill Chapter of Phi Delta Kappa, national honorary education fraternity.

Also honored at the same time were Dr. Amos Abrams, Associate Editor of North Carolina Education, official journal of the North Carolina Education Association, and 25 graduate and advanced undergraduate men.

Phi Delta Kappa is the principal honorary fraternity for men interested in the development of public education. The North Carolina chapter was established in 1945.

### Commission Urges Action On Moral Reconstruction

Twenty of the nation's leading educators recently issued a call to homes, churches, and schools to assist with the "great task of moral reconstruction" which stems from conditions that have developed in the United States since the Second World War.

The group declared that education for "intelligent and fervent loyalty to moral and spiritual values is essential to the survival of the nation."

The 100-page statement on "Moral and Spiritual Values in the Public Schools", was issued by unanimous vote of the Educational Policies Commission of the National Education Association and the American Association of School Administrators. Dr. John K. Norton, Director of the Division of Administration and Guidance, Teachers College, Columbia University, served as chairman of the group.

A copy of the statement may be secured from the Press and Radio Division, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

## ASSOCIATION WRITES CHARTER ON GOOD ELEMENTARY SCHOOL

What is a good elementary school?

The Southern Association of Colleges and Secondary Schools has through its Committee on Cooperative Study in Elementary Education attempted to answer this question by setting up what it calls "The Charter."

This Charter states—WE BELIEVE THAT CHILDREN IN THE SOUTH ARE ENTITLED TO GOOD ELEMENTARY SCHOOLS, and then defines good elementary schools as those which have:

1. An instructional program which:
  - Develops the skills necessary for further learning.
  - Emphasizes moral and spiritual values.
  - Meets the needs of the individual child, extends his interests and challenges him to work to his maximum ability.
  - Develops competent, responsible, democratic citizenship.
  - Fosters personal and community health and safety.
  - Makes excellent provisions for children under six.

## Southern Colleges Set Up Washington Headquarters

Colleges and universities of 14 Southern States through a committee of 18 educators have decided to have a full-time officer who will maintain headquarters in Washington.

It will be the purpose of this officer to help smooth out and speed up relations with Federal agencies in the defense program. The Committee through its representative in Washington undertakes to find out what the government needs and how these needs may be met. It believes that working together in this respect will cut a lot of red tape, save a lot of time, and get more results faster.

"This committee will not serve as a negotiating agency to work out contracts for an institution", said John E. Ivey, Jr., director of the Southern Regional Education Program. "It will not be an additional channel through which institutions will have to go. Such negotiations will be handled directly, between the institution and the agency involved. But both institutional and agency representatives have said that a committee of this type can be of tremendous service in eliminating lost motion, and in expediting arrangements."

Provides specialized educational services for exceptional children. Includes good facilities for guidance of children.

Provides year-round educational opportunities.

Is based on a continuous program of evaluation.

2. Teachers who understand children, who are professionally qualified for teaching and who want to teach.
3. Good principals, supervisors, superintendents.
4. An effective school board.
5. Good buildings which are planned for children, and which are placed on well-planned, well-kept spacious grounds.
6. An adequate supply of good instructional materials and supplies.
7. Classes with not more than thirty pupils.
8. Adequate and safe transportation facilities.
9. Parents who work cooperatively with school leaders for school improvement.
10. Adequate financial support.

# WHO GETS HURT AND WHO PAYS?

Who pays the bill for a pupil's injuries on school time and school property? Whoever was to blame for the accident, says a new NEA pamphlet which clearly draws the line on liability.

Common law has held that school boards, being agents of the government, are not subject to suit. A definite trend away from this immunity has taken shape over the years. Five states now hold school systems liable for pupil injuries incurred because of school negligence. Courts in other states are beginning to re-evaluate the immunity principle, says the NEA.

The courts define negligence as conduct which "falls below the standard established by law for the protection of others against unreasonable risk or harm." They say negligence is an act which a reasonable person would have realized involved unreasonable risk of injury for others.

A pupil was injured while playing on a fire escape at recess. The court held the teacher in charge liable because of inadequate supervision . . . A pupil was injured in a running-jump somersault exercise. The court held the teacher liable because the sport was beyond the pupil's capacity . . . A pupil was injured while taking a piece of metal from a shop machine which was turned on by another pupil. The teacher, who was nearby, hadn't locked the machine. The court held the teacher liable.

Teachers are responsible only for their own negligence—not for that of school authorities. The courts found one school board at fault when a pupil fell on an unlighted stairway which had a gap in the hand rail . . . Another school was liable when a pupil stumbled over a junk pile in the corner of the playgrounds . . . The courts held a school board responsible when two pupils were injured during a fight at noon recess. One teacher was watching over the play of 150 students. The school board was at fault for not providing adequate supervision.

Danger areas in school activities are: transportation, playground and recess games, physical education and sports events, shops, science laboratories, driver education courses, field trips, school patrols, and school camps.

The problem of liability for pupil injury is covered in detail in the NEA bulletin, "Who is Liable for Pupil Injuries?" Obtainable at NEA, 1201 16th Street, N. W., Washington 6, D. C. Price, 50 cents.—Edpress News Letter.

## Hurlburt Requests Suggestions For Survey on Three Studies

Suggestions dealing with three studies which the Survey of Public Education is currently making have been requested by Dr. Allan S. Hurlburt, Director of the Survey, in a recent letter to superintendents and supervisors.

"The Survey is undertaking three studies on which we should like your suggestions", Dr. Hurlburt wrote. These studies are: (1) the elementary teacher shortage; (2) needs of a community college, or for educational services not now provided by junior and senior colleges, and (3) needs for guidance services and improvements in the elementary and high school curricula.

"Since we know that you are familiar with guidance and curriculum problems in your schools", Dr. Hurlburt wrote further, "we should like to have you indicate what facts you think we should discover and the problems we should approach in this study."

## Woman's College to Hold Parent Education Workshop

A parent education workshop will be held at Woman's College the week of May 7-11 for 50 parent-teacher workers in the State.

This workshop is a follow-up of the two Southeastern Region parent education workshops held in Montreat in 1949 and at Blue Ridge in 1950 by the National Congress of Parents and Teachers. The purpose of this year's workshop at Woman's College is to train five teachers in each of the ten PTA districts.

## Board Authorizes Purchase Of 1,000 School Buses

The purchase of 1,000 school buses was authorized by the State Board of Education at a meeting held March 1. These buses will replace worn out buses used in the State's school transportation system.

Authorizations cover the following chassis:

- 50—161" W. B. Chevrolts
- 200—199" W. B. Chevrolts
- 40—208" W. B. Dodges
- 60—208" W. B. Internationals
- 650—194" W. B. Fords

Bodies for these chassis were authorized as follows: 850 for 48 passengers; 50 for 36 passengers; and 100 for 54 passengers.

## Board Approves Building Projects

School building projects totaling \$1,835,735.70 were approved by the State Board of Education at a meeting held March 1, \$1,220,350.99 of the amount for white schools and \$615,384.71 for Negro schools.

Added to projects previously approved, the March approvals make a total of \$31,873,703.82 approved from the fifty-million-dollar State School Plant Construction, Improvement, and Repair Fund. By races the totals are: White \$20,467,112.50; Negro \$11,110,883.19; and Indian \$295,708.09.

## University Sponsors "School Week"

The week of June 24-30 has been designated as North Carolina "School Week" at Chapel Hill by the University.

During that period, it is announced, three significant conferences will be conducted: (1) Elementary Education, (2) Principals, and (3) Administration. These conferences will be conducted on a schedule which will permit each group to keep its identity but at the same time profit by the full program.

A group of outstanding leaders in American education will be available for programs of speaking and discussion for the three programs. Dr. H. Arnold Perry will direct the Elementary Education Conference; Dr. W. H. Plemmons, the Principals' Conference; and Dr. W. E. Rosenstengel, the Administrators' Conference.

Information regarding accommodations may be secured from Guy B. Phillips, Director of the Summer Session, Chapel Hill, North Carolina.

## What Other States Are Doing

**Maryland.** The legislature has been asked to order a study of plans for selecting school board members. A committee would report a proposed new statute.

**Connecticut.** The Governor's Fact Finding Committee on Education is urging a state-owned television station to be jointly operated by the Department of Education and the University of Connecticut.

**Wyoming.** A critical shortage of teachers, both in the elementary and high schools, was forecast for this fall.

**Texas.** Lack of teacher training in the use of audio-visual materials is hindering the visual education program.

# The General Assembly of North Carolina Do Enact:

## Bills Introduced

The descriptions below concern bills regarding public education which have been introduced in the General Assembly now in session. Bills that become laws will be listed in the May number of this publication.

### Retirement

Under a bill, H.B. 273, introduced by Mr. Umstead the Teachers and State Employees' Retirement Act would be amended so as to permit retirement system members with sufficient years service who leave service prior to age 60 for any reason other than death or disability, and who leave total accumulated contribution in system, to retire on early or deferred retirement allowance under one of the following plans:

(1) Members with 20 years creditable service may retire on deferred retirement allowance, computed under G.S. 135-5(2) (a), (b) and (c) upon reaching 60, by applying to trustees in writing between 60th and 61st birthday, stating time (between 30 and 90 days after application) when retirement is desired to begin. If member becomes 61 without filing application, membership ceases and he is entitled to sum of contributions plus interest.

(2) In lieu of above, member with 30 years service who separates after July 1, 1951, may, upon filing written notice as above within 60 days after separation, retire on early allowance, to be the actuarial equivalent of deferred allowance otherwise paid at age 60.

(3) In lieu of (1) above, a member who separated before July 1, 1951, may, on written notice made by August 31, 1951, retire on early allowance, the actuarial equivalent of deferred allowance. If a teacher or employee retired on early allowance re-enters service prior to age 60, his allowance ceases and he again becomes member of system making regular contributions; and or later retirement he is entitled to allowance computed according to trustees' rules issued under G.S. 135-15, subject to G.S. 135-5, provided that subsequent pensions received just before last restoration and pension that would have been received for service since last restoration had entrance there been as new member.

S.B. 211 is another bill to amend the Retirement Act. Introduced by Senators Dearman, Hancock and Allsbrook this bill would establish a minimum

retirement allowance and pension of fifty dollars monthly for twenty years of service. It would provide pensions for teachers with 2 years service who were 65 years old on March 10, 1943, or are disabled, and are without adequate means of support. After July 1, 1951, the monthly benefit would be \$40 plus \$1 times the number of completed years of service in excess of 20 but not more than 30.

### House Resolution Failed

The following House Resolution introduced by Kirkman and others failed: "Favoring the appropriation of sufficient funds to provide the essential services which should be rendered by the public schools of the State, and a salary schedule of \$2,200-\$3,100 as minimum objectives for education in State."

### Senate Resolution

Senate Resolution 299 introduced by Senator Jones of Macon relates to the operation of school busses in certain counties in North Carolina. It would authorize the State Board to allocate funds for the employment of adult bus drivers in western counties where school busses must operate over hazardous roads.

### Amend Section 115-193

S.B. 308 would amend Section 115-193 of the General Statutes by adding Stanly County to the list of counties where districts may call an election to revoke a tax upon petition of 25% of the number of registered voters in the election creating the special tax district. This bill was introduced by Senator Lowder by request.

### Supervisor of Alcohol Education

S.B. 382, introduced by Senator Leatherman, provides for the supervision and promotion of instruction in the public schools of North Carolina on the nature and effect of alcoholic drinks and narcotics. It would establish the position of supervisor of alcohol education in the Department of Public Instruction. An appropriation of \$10,000 annually would be made for the support of the program.

### H.B. 760

This bill introduced by Taylor of Buncombe, Love and Gudger provides for the application of section 204 of the 1949 Appropriation Act to all State-allotted teachers, including vocational

teachers, principals and superintendents for the year 1950-51. Provision is made that all salary increases must be paid in proportionate amounts to be set by the State Board of Education so that no monthly increase granted exceeds the increase provided for "A" grade certificate holders of maximum experience.

### More Retirement

H.B. 769, introduced by Umstead and others would amend the Retirement Act in order to establish a minimum retirement allowance and pension of \$50 monthly for 30 years of service. (This is identical to S.B. 211.)

### Boards of Education

H.B. 800 is the omnibus bill to appoint members of county boards of education; all counties except Caswell, Columbus, Forsyth and Iredell. This bill was introduced by Edwards of Swain, Woltz and Holmes.

### Service Experience

H.B. 842, introduced by Parrott, rewrites section 115-359.1 to require the State Board of Education in fixing salary schedule for named school personnel, to provide that such persons who served in the armed or auxiliary forces after September 16, 1940 and who received an honorable discharge are to be allowed experience increments for the period of service as if it had been spent in a school job regardless of whether the individual held a school position prior to entering service. Present statute provides for such credit only for persons who were in school positions prior to entering military service.

### Amendment to Section 115-352

This bill, introduced by Senators Nolan and Carlyle, would amend section 115-352, so as to provide that children attending school not within the district in which they reside are not to be counted as enrolled in that district; such attendance is to be the basis for allotment of teachers within the district in which the children reside unless county board of education has recorded a resolution of the State Board of Education formally transferring such school children from the district of their residence to another district.

### Other Amendments

S.B. 479 would amend other sections of the school law, as follows: Section (Continued on page 16)



## Looking Back

### Five Years Ago

(N. C. Public School Bulletin, April, 1946)

Ralph J. Andrews, who recently returned from the armed services to the State Department of Public Instruction as consultant in health and physical education, resigned effective March 6, to accept employment as director of parks and recreation in Raleigh.

Dr. Ralph MacDonald, legislative consultant for the National Education Association, has been appointed Chairman of the National Commission on Atomic Information, a body which will spread information on the use of the atomic energy for peace time purposes and will act as an advisory body to the newly formed Senate Committee on Atomic Energy.

The Burlington City Schools, with 120 two-reel sound films, has the largest owned film library in the South, according to Dr. L. E. Spikes, superintendent.

A. L. Teachey, who has been Director of the Food Production War Training Program which has been conducted throughout the State as a part of the program of the Division of Vocational Education, has been appointed by State Superintendent Clyde A. Erwin as State Supervisor of the Veterans' Farmer Training Program.

### Ten Years Ago

(N. C. Public School Bulletin, April, 1941)

The Burke County Board of Education has resorted to court action to settle its controversy with the Board of County Commissioners regarding the location of a school in the Salem District.

The teachers retirement bill recently passed by the General Assembly will be discussed Saturday at a Guilford countywide teachers' meeting at Curry Training School by Major Baxter Durham, former State Auditor.

The Durham Classroom Teachers' Association yesterday afternoon began the sponsorship of a class in elementary education at a meeting of city and county teachers in the Central Junior High School.

The Rowan County Board of Education has approved the petition of the Kannapolis School board for a new seven-room school building in the Jackson Park Section.

## Your Federal Dollar

Federal expenditures for the fiscal year July 1, 1951, to June 30, 1952, have been estimated by the Bureau of the Budget. The proposed dollar expenditures for various purposes are as follows:

Military services .....	57.9
International security & foreign relations .....	10.4
Interest on public debt .....	8.1
Veterans' services & benefits .....	6.9
Social security, welfare, health .....	3.7
Other .....	13.1

The military services proportion compares with 45 cents for the current year.

### The General Assembly Do Enact (Continued from page 15)

115-85 to provide that if a newspaper is published in county, notice of proceedings to condemn land on non-residents for school purposes is to be given by publication once a week for 30 days. Section 115-104 to provide that governing body in a city administrative unit is to fill vacancy in office of city superintendent caused by death, resignation, or otherwise. Section 115-369 to require that copies of annual audits of county, city, and district school funds also be filed with the chairman and secretary of the governing body of the school administrative unit and the county auditor, etc. Section 115-371 to authorize the county board of education in a county administrative unit and board of trustees in a city administrative unit (instead of principal of any public school) to require parents of children presented for admission to furnish copies of birth certificates, etc. Section 115-146 to make it a misdemeanor punishable in discretion of court and by mandatory revocation of teaching certificate for any superintendent, principal, teacher, or school employee wilfully to make or procure another to make any false report respecting daily attendance of pupils, payrolls, or other required reports.

### More Retirement

S.B. 483, introduced by Senator Dearman, would permit transfer of credits from Local Governmental Employee's Retirement System to the Teacher's and State Employee's Retirement System on certification of credits from trustees of the local system and payment of credited amounts.

## Making Today's News

Winston-Salem. The Winston-Salem school system hopes to have two new schools, three new gymnasiums and several additional classrooms and other facilities completed by the beginning of school in September. —Winston-Salem Journal, February 22.

Durham. A \$25,000 request from the Durham County Board of Education for the pay of twelve teachers hired by the county was granted by the County Commissioners this morning. —Durham Sun, February 19.

Wake. Six Negro high schools in Raleigh and Wake County who are entered in the Speaking Contest sponsored annually by the North Carolina Bankers Association have set the dates for the local elimination in their schools. —Raleigh Times, February 26.

Catawba. According to a spokesman from the offices of Clemmer and Horton, architects of Hickory, plans and specifications for Catawba County rural school projects involving more than a million dollars are in various stages of completion, and the first of them will be ready for bids by the middle of March, it is believed. —Newton News Enterprise, February 16.

Greensboro. Things aren't what they used to be. Pupils of Greensboro's Gillispie Park School staged a surprise "teacher appreciation day" today and honored every faculty member at a special assembly. —Charlotte Observer, March 1.

Charlotte. Three classes for exceptional children who cannot learn from books are being established in the city schools and probably a total of eight such classes will be underway next fall, it was announced today. —Charlotte Observer, March 5.

Leaksville. With the letting of contracts today for a new \$601,434 senior high school, Leaksville Township Schools took another forward step in providing educational opportunities for the children of Leaksville-Spray, Draper, and their environs. —Greensboro News, March 8.

Henderson. At the meeting of the Rotary Club last night, J. E. Miller spoke to the group on education in North Carolina. —Henderson Dispatch, March 7.

# NORTH CAROLINA PUBLIC SCHOOL

# BULLETIN

Published Monthly by the State Department of Public Instruction

RALEIGH, NORTH CAROLINA

May, 1951

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## SELECTIVE SERVICE DEFERS CRITERIA FOR DEFERMENT OF H. S. GRADUATES

Selective Service Headquarters recently announced temporarily the postponement of criteria for deferment of high school graduates to enter college this fall.

This postponement was made for the following reasons:

1. Virtually no high school graduate expecting to enter college this fall will be reached for induction prior to opening of the fall semester.

2. Under the provisions of the present law as well as the committee bill and the bill which has been passed by the Senate, each boy who has entered college before being called is to remain in college until the end of the academic year.

3. Criteria for the deferment of high school graduates to enter the first year of college must of necessity await the outcome of legislation now pending.

4. Due to the varying standards of high schools throughout the country criteria for the deferment of college students might not prove broad enough to provide an equitable opportunity for all high school seniors who desire and expect to enter the first year of college.

5. The majority of young men now in college would be vulnerable for training and service within the next sixty days and, therefore, the need for immediate action to determine the eligibility of these students for further college deferment required immediate action. This was not true of high school students. Therefore, further time is permitted for the study of criteria for high school students.

The tests for college students will be given on May 26, June 16, and June 30, 1951 at approximately 1,000 prescribed educational institutions located throughout the United States and its territories. The tests will be given by the Educational Testing Service at no cost to the registrant. The registrant will be required to pay only for his own transportation costs to and from the testing center. Application blanks may be secured from local boards.

## Institutions Offer Courses For Teachers Of Handicapped

Five of the State's institutions of higher learning will offer courses for teachers of handicapped children at their 1951 summer sessions, it is learned from Felix S. Barker, Director of Special Education, State Department of Public Instruction.

According to Mr. Barker, East Carolina College, Greenville, will offer courses in Lip Reading, Introduction to Exceptional Children, Art in the Integrated Program, Mental Hygiene in the School, Social Psychology, Problems, Materials and Methods in Teaching Slow-Learning Children, and Remedial Reading. The University at Chapel Hill has announced courses limited to 25 each in Slow-of-Learning Pupils and Corrective Reading. State College and Western Carolina Teachers College will offer similar courses for such teachers.

North Carolina College at Durham will offer courses for Negro teachers as follows: Introduction to Exceptional Children, Problems, Materials, and Methods in Teaching Slow-Learning Children, and Psychology of Exceptional Children.

All of these courses carry credit.

For further information write the institution direct.

## FEATURES

	Page
Selective Service Defers Criteria for Deferment of H. S. Graduates .....	1
Department to Make School Facilities Survey .....	4
School Boards Gravely Concerned over Plight of Public Schools .....	5
State School Facts .....	8-9
Committee Makes Suggestions Re Accelerated Plan .....	13

## Survey Studies Agencies Helpful To School Children

Community social agencies and service organizations which render services to school-age children will be identified as a part of the curriculum and guidance study now being made in Beaufort, Iredell and Swain counties by the State Department of Public Instruction.

This study is under the direction of Dr. Allan S. Hurlburt, Director of the Survey of Public Education, a temporary division set up in the Department with the aid of Knapp Foundation funds to continue the study undertaken by the State Education Commission established by the General Assembly of 1947.

The schools in Beaufort, Iredell, and Swain counties have been asked to name each specific agency that renders school services, along with the name and address of the director or secretary of the agency. In turn organizations have been asked to furnish them three types of information:

1. The name of each service or activity which the organization sponsors or provides.

2. A description of each service or activity named.

3. The extent of the area in which each service or activity was available.

A suggested list of agencies to select from include the following: Junior Service League, League of Women Voters, Altrusa Club, Kiwanis Club, Lions Club, Rotary Club, Ruritan Club, 4-H Clubs, U. S. Employment Office, Parent-Teacher Association, Junior Chamber of Commerce, Chamber of Commerce, Traveler's Aid, Public Library, Recreation Department, American Legion, Veterans' Organizations, Department of Public Welfare, American Red Cross, Junior Red Cross, Family Welfare Agencies, Children's Aid Society, Children's Home Society, Department of Public Health, Juvenile Court, Child Guidance Clinic, Mental Health Clinics, Hospital Clinics, Temporary Shelters for Children, Home-maker Service, and Psychiatric Clinics.

## Superintendent Erwin Says . . .

ONE of the most significant educational movements in American education is that of Life Adjustment Education. This movement, sponsored by the United States Office of Education, is concerned mainly about attitudes toward pupils and improved teaching procedures. The American notion today that every boy and girl should be educated is well accepted by school officials, teachers, and the public. However, there is no such general agreement about how pupils should be educated.

Society expects the school to study and analyze each pupil, then prepare a special prescription of procedures that will lead to the optimum development of each child considering his potential capacities. This concept places a tremendous responsibility on the public school. Whether we are able to do what is expected will depend upon our willingness to explore and use all of the new and useful educational techniques that are developed and made available to us.

There has been much research and many commissions have recommended new techniques and procedures. John Dewey and others have contended that children could learn as much from work experience, from solving life problems, and from "doing" as from drilling out of books. The curriculum, said Dewey, must be elastic, the school a miniature society, and education thought of as living and not entirely as a preparation for future living.

In spite of all the research and commission reports, however, there remain too many teachers who deal out each day's lessons with little regard for the individual pupils being taught. The gap between how well we know to do and the actual practice is too great.

In the SCHOOL FACTS section of this number we have presented some ideas growing out of the concept of Life Adjustment Education together with some illustrative practices from North Carolina schools. It is hoped that these examples will stimulate us to give greater consideration to the needs of youth.

### NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CLYDE A. ERWIN  
State Supl. of Public Instruction

EDITOR  
L. H. JOBE  
Director, Division of Publications



# Ye Editor Comments . . .

## VOLUME XV

With this number Volume XV of this publication comes to an end. It is hoped that the information disseminated through its columns has been interesting, informative, and in some cases valuable to its readers in the administration of public education. It is our purpose through this medium to keep you posted as to some of the "facts of education"—what has happened, what is going to happen—presenting with our statements as much statistical information as is available and desirable. You will note, too, in order to preserve your valuable time, that we have endeavored as a matter of policy to be concise in our articles and to head each with a title that gives its general content. We trust that our efforts have been worthwhile.

### ENROLLMENT DATE

It is too late in so far as the 1951 General Assembly is concerned to comment about the age reference date governing the enrollment of school children for their first year. However, as a matter of record we want to present our opinion thereupon in an effort to answer the arguments against a change in the law on this question.

1. It is said that the cost will be increased. This is true, but the increase is for one year only, as the education of those added on account of a change in the date to November 1 or December 1 would be admitted the following year anyway and the cost would be simply advanced a year.

2. It is said that there are not enough classrooms. True, too, but all of those enrolled by reason of the change in date would not be sent to a room to themselves, 32 to a room. They will be rather added throughout the State where they reside, one here, one yonder, and so on, in each community.

3. It is said that the teacher load will be increased when the average is already next to the highest in the nation. This might be true, but on the other hand it might result in the allotment of additional teachers.

## CAREER DAY

We note with a great deal of interest that several high schools are holding what is called a "Career Day". A special program is arranged for a certain day in which there will be an inspirational address by some outstanding leader, followed by talks and discussions by groups led by representatives of various professions, positions, or other life work careers.

This is a fine and commendable phase of the school program. Every high school could well afford as a part of the required curriculum and as a fixed policy to put on a program of this kind. There are men and women in every community who would welcome the opportunity to cooperate with the school in this respect. The children themselves would find such a program invaluable. The program would naturally be followed by individual counseling by teachers, the principal, and the counselor.

### JANE HOPKINS

Mark Hopkins was a teacher.

He sat on one end of a log.

His farm-boy student, James Garfield, sat on the other.

Mark Hopkins taught by example.

He only had **one** student.

Jane Hopkins sits at the end of the room.

She stands at the side of the room.

She stands in back of the room.

She stands by Susie Garfield's desk.

She stands by Johnnie Garfield's desk.

She stands by Mary Smith's desk.

She is everywhere in the room.

She, too, is teaching by example.

She has more equipment than a log.

She has more students than Mark Hopkins.

---

Think of the child. Moving the entrance reference date will enable a number of children to save a year of schooling. The compulsory school law does not apply to six-year-olds, so it would be optional with parents whether they sent their child to school if his birthday occurred prior to the date of reference.

## DEPARTMENT TO MAKE SCHOOL FACILITIES SURVEY

Announcement is made by State Superintendent Clyde A. Erwin of a State-wide school facilities survey which recently was inaugurated by the Department of Public Instruction.

North Carolina, Superintendent Erwin said, will receive \$93,520 from Federal funds to be matched with an equal sum by the State for conducting this survey. Congress has appropriated \$3,000,000 to be distributed to the several states for a nation-wide project.

The North Carolina survey is being administered by the Division of Schoolhouse Planning and Surveys, headed by John L. Cameron. In addition to the regular staff, Dr. Farnham G. Pope formerly of the Department of Education at Iowa State Teachers College, has been employed to aid in making the survey. Superintendents and principals will assist in the collection of data and in processing the forms requested from the local units.

According to Mr. Cameron, the survey will consist of two phases:

1. The first phase will deal with the collection of information relative to the present status, the facilities needed and the adequacy of financial resources for meeting these needs. This portion of the survey, divided into the following three parts, is to be submitted to the U. S. Office of Education on or before December 1, 1951.
  - a. An inventory of existing school facilities by attendance centers and by local school administrative units including: (1) factual data on rooms, areas, capacity, and date and type of construction; (2) evaluation as to educational adequacy, safety, and permanency of facilities; and (3) data relative to pupil transportation.
  - b. An analysis of the overall State-wide need for the construction of school facilities, by capacity, space, and cost: (1) to relieve overcrowding and eliminate half-day sessions; (2) to replace, remodel, or improve obsolete, improvised, and unsafe facilities; and (3) to provide facilities made necessary by current school district reorganization.
  - c. An inventory of the adequacy of State and local financial resources to meet public school facilities needs both at the present time and within the near future.
2. The second phase of the survey is to be a long-range study, requiring approximately two years to complete. This phase will determine the

need, location, type, and size of individual school plant construction projects in each school administrative unit throughout the State. North Carolina has been conducting such studies for a period of years. The Federal grant and matching funds will provide an opportunity to continue and broaden the program for greater benefits to the children and people of the State. From this phase of the survey a State-wide master program for school construction will be developed. It is the plan to complete this part of the survey by June 30, 1953.

## Wounded Vets Available For Speaking Appearances

The Secretary of the Army has announced a program whereby wounded veterans of the Korean campaign who have returned to the United States may accept invitations to appear as guest speakers before civic, veteran, religious, educational, fraternal and other appropriate groups to give first-hand accounts of their experiences in the fighting in Korea.

Appearances by wounded veteran-speakers will be made at no expense to the requesting organization and since many of the soldier-speakers are originally from communities in the Third Army Area, in so far as it's possible, engagements will be arranged so that they will appear close to their respective home communities.

If desired, to round out a full program, the Army will also furnish a 16 MM sound-motion picture film—"THE FIRST FORTY DAYS"—to be shown in conjunction with the appearance by the wounded veteran-speakers. This film graphically portrays the action by American troops during the first weeks of fighting in Korea. The film's running time is 22 minutes and the talks by the veterans will take from ten to fifteen minutes.

Requests for veteran-speakers and prints of the film should be addressed to the Chiefs of the respective Military District or handled directly with the military sub-district commanders.

Speakers (both officer and enlisted personnel) are presently located at Naval hospitals at Jacksonville and Pensacola, Florida; Memphis, Tennessee; Camp Lejeune, North Carolina; and Charleston, South Carolina; at Army hospitals at Fort Benning and Fort Bragg; and at Third Army Headquarters.

## Editor Points To "Marrow Measure" In Future Of Johnston County Schools

In commenting upon the dismissal of H. B. Marrow as superintendent of Johnston County Schools, the Raleigh News and Observer pointed out editorially the hope that "they will try to come up to the Marrow measure in naming his successor and in maintaining the rate of progress of Johnston County's school system."

"The great remaining question", the Raleigh editor further states, "is the quality of the schools which those who removed Marrow will provide. The one clear thing is that educational affairs in Johnston at this moment are in a precarious state. They will remain so until those who removed Marrow find as strong and as good a school man as he has been to replace him. Those who won the victory over Marrow will find, as many victors have found before, that they have grabbed not merely a victory but a tremendous responsibility."

## Harvard Prexy Becomes EPC Chairman

James B. Conant, president of Harvard University, has been elected chairman of the Educational Policies Commission, it was announced recently.

The Commission, composed of 20 of the nation's leading educators representing all fields of American education, was established in 1935 as a joint commission of the National Education Association and the American Association of School Administrators. President Conant succeeds John K. Norton of Teachers College, Columbia University, as chairman of the policies group.

Elected vice-chairman of the Commission was Henry H. Hill, president, George Peabody College for Teachers, Nashville, Tennessee. He succeeds George A. Selke, formerly chancellor of the University of Montana, now on the staff of the U. S. Department of State in Germany.

The Commission has made plans for issuing policy statements this summer on adult education, citizens' responsibilities for educational policies, and the need for giving priority to public education during the present national emergency. It also developed plans for a study of out-of-school unemployed youth and for additional publications on character education, in which field it issued a major report in February, entitled *Moral and Spiritual Values in the Public Schools*.

## Carolina Institute To Hear Agronsky

Martin Agronsky, well-known radio commentator, will make the opening address of the annual Carolina Institute of International Relations, which meets at Woman's College June 4-8.

The theme for the 1951 Institution is "World Dilemmas Facing Americans". Other speakers will be Mrs. Louis Fischer of the International Refugee Organization of United Nations; Douglas Steeve, Quaker author, philosopher, and internationalist; Wing-tsit Chan, Chinese professor at Dartmouth College; Kenneth Boulding, economist from the University of Michigan; and Robert Lee Humber, North Carolina's well-known federalist advocate.

For details as to costs and reservations write American Friends Service Committee, 225 East Lee St. Greensboro, N. C.

## Resource-Use Education Workshop To Be Held

Resource-Use and Outdoor Education Workshops will be held at a number of the State's institutions of higher learning this summer, according to Dr. Richard L. Weaver, Director of Resource-Use Education, State Department of Public Instruction. Dr. Weaver also announced that the Fourth Annual Resource-Use Education Conference will be held August 8-10 at Chapel Hill.

Resource-Use and Outdoor Education Workshops will be held as follows:

Western Carolina Teacher College,  
July 17-August 25

Gardner-Webb College and WCTC  
June 5-July 13

Appalachian State Teacher College,  
July 24-August 18

East Carolina College,  
July 11-August 17

Woman's College, June 25-July 20  
North Carolina College,  
June 11-July 18

In addition to these an Outdoor Education Workshop, sponsored possibly by East Carolina College and the North Carolina Resource-Use Education Commission, will be held at Crabtree State Park July 30-August 10.

These workshops are designed to help teachers, principals, supervisors and superintendents develop school projects and classroom activities in the areas of community development and better resource management. They all carry college credit.

For further information and reservations write to Dr. Weaver.

## SCHOOL BOARDS GRAVELY CONCERNED OVER PLIGHT OF PUBLIC SCHOOLS

### Secretary Writes President Truman

"The National School Boards Association and its component State Associations are gravely concerned over the plight of America's public schools in relation to the growing national emergency."

This is what Edward M. Tuttle, Executive Secretary of the Association, recently wrote President Truman.

Serious shortages in school facilities as a result of the Depression and World War II have only but partially been relieved, Mr. Tuttle pointed out. This is further complicated at present by the great advances in the birth rate since 1946.

"Even without the new world crisis, we should have been only fairly well prepared to meet the need. In the face of national mobilization, present and contemplated, the difficulties confronting thousands of school boards which are trying to provide just a minimum of facilities in the years immediately ahead appear well-nigh insurmountable. Unless our system of public education can be regarded in fact as well as in theory the 'first line of defense,' we shall fail in spite of the most desperate efforts to keep it functioning in accordance with our country's need.

"We have tried to understand and to follow the various steps taken by the government in recent months to gear our nation for its defense. We are in hearty accord with every effort to make and keep our country strong and safe. But we have been forced to the conclusion that where the interests of education are concerned, procedures to date have been inadequate for the job to be done.

"We strongly commend, first, the designation last August by the National Security Resources Board of the United States Office of Education as the sole agency for the clearance of all matters pertaining to schools and colleges in relation to the defense effort; and second, the more recent designation of the same Office as the Claimant Agency for Education. But we find the Office of Education struggling to meet these added responsibilities without adequate financial and staff provision, and with the prospect of rapidly becoming bogged down in the face of an imminent increase in so-called 'hardship' cases. Something should be done at once to relieve this situation.

"When the civilian supply of materials and manpower shrinks by reason of

large withdrawals for military requirements, public school authorities cannot compete with industry and business on an open market. They are limited and slowed down because they must use public money secured by fixed procedures as to assessments, tax rates, bond issues, and the like. Their ability to meet rapidly changing conditions is relatively restricted and inflexible. They must therefore be given some kind of preferential consideration and protection if they are to accomplish their designated function in the public interest.

"We have noted with increasing anxiety the various steps taken by the National Production Authority and other emergency agencies to set up systems of gradual control in which educational authorities have been left to take their chances with private enterprise. We understand that a 'target date' of July 1, 1951 has been set for the inauguration of a Controlled-Materials Plan. Between now and then a very critical period exists in which boards of education will be trying to complete the plans they have under way for providing even minimum facilities for the school year 1951-52. Can anything be done to bridge this interval and to insure the success of their efforts?

"Then, when a Controlled-Materials Plan does go into effect, it is of the utmost importance that allocations for the needs of education be given the highest priority and be made as easily available as possible in order that school authorities may secure the construction, equipment, and supplies essential to keep the schools functioning.

"When people generally understand the serious threat to America's whole program of education inherent in present conditions, they will be genuinely alarmed. Must this happen before our leaders, with reasonable foresight, take wise and courageous action?"

## USCLA Announces Library Scholarships

The University of Southern California announces four University Library Science scholarships for the academic year, 1951-52. Each scholarship covers full tuition for the professional program in Library Science.

Application blanks and further information can be secured from the Assistant Director, School of Library Science, University of Southern California, Los Angeles 7.



# TEXAS ARCHITECT LISTS WAYS TO CUT BUILDING COSTS

Twenty ways to cut school construction costs were listed by William W. Caudill, Texas architect, at the recent AASA Convention in Atlantic City.

There is no cure-all method or material for the epidemic of rising costs, Mr. Caudill asserted. And a method that will apply in one section of the country may not work for other sections. If cutting construction costs means sacrificing educational adequacy, it is wrong. There must be balance between the educational needs and the school board's pocketbook.

"Cost reductions fall into three categories—materials, methods and planning," Mr. Caudill said. "It is quite obvious we can cut the cost of the building by cheapening the fabric. The trick is to cheapen the fabric without sacrificing maintenance cost and educational utility."

The following are some of the ways by which this can be done, according to Mr. Caudill:

1. Specify roof decking that has multi-functions—as structural material, as a thermal insulation material, and as a ceiling surface. For example, use insulative, lightweight, concrete roof slabs instead of regular concrete with insulation applied.

2. Use glued-laminated wood beams instead of steel.

3. Eliminate plastering by using concrete blocks where masonry partitions are required.

4. Use dry-wall partition construction.

5. Take advantage of local situations. Make use of local materials where transportation charges are kept to a minimum. Although brick construction is generally higher than frame, there have been situations where the reverse holds true.

6. Give special attention to heating units and their application. In general:

- a. Hot air systems are economical, but are not necessarily the best or the most permanent type of installation.

- b. Expensive pipe trenches should be eliminated.

- c. By properly integrating the heating system with the architecture, more efficient use can be made of the heating units. This in turn cuts first cost as well as maintenance cost.

7. Where building sites are level, use concrete slabs on ground. They eliminate the need for using expensive formwork.

8. Don't hide the structure. Most architects agree that it is good economy

to leave steel, concrete, or wood beams exposed. Exposed beams look good, too. It is an honest expression of the structure.

9. Use repetitive structural units. It is cheaper per unit to build 300 similar structural units than it is to build one. The more similar structural bays, the better the unit cost.

10. Take advantage of mass production methods and tools. Today labor costs are as much as 65 per cent of total construction costs as compared to only 35 per cent a few years ago. To cut these costs, workers must have the advantages of labor-saving devices such as skill saws, stud welders, efficient lifting devices, and trench and foundation digging machines. That means, also, that the architect must design with mass production techniques in mind so that use will be made of these devices.

11. Use fewer and larger building units. A school building consists of many building materials, and many pieces of one material. Since expensive labor is required to put the pieces in place, it is apparent that the fewer the number of pieces we put into building a school the better off we are going to be as far as cost is concerned.

12. Use outdoor corridors wherever possible. Heated halls cost money, money that generally isn't used for educational purposes. You can't teach in halls.

13. Design buildings to be as square in perimeter as possible with minimum number of breaks and corners. The smaller the area of outside walls, the cheaper the building. There is not only a saving in outside building materials; there is also a saving in heating equipment and operation.

14. In developing the school layout plan, arrange plumbing back-to-back. Mr. Caudill doubts if there is enough saving to sacrifice classroom arrangement. According to his engineer there was a saving of only \$15 per classroom in one case study. This figure will vary with the situation.

15. Take advantage of modular design. Make full use of stock size building materials. For example, to economize lay out the structure to fit multiples of stock window sash and wall panels.

16. Eliminate parapets. These "falsies" not only cost money, but they create a terrible maintenance problem.

17. Design for multi-use of space. Such compromises as a room used as

## CFCE Advocates Stronger Education

Recommendations for strengthening education during the mobilization period were made to U. S. Commissioner of Education Earl James McGrath by representatives of 29 national organizations at the March, 1951 meeting of the Citizens Federal Committee on Education held in the Federal Security Building, Washington, D. C.

Calling attention to the "strains which threaten the emotional stability of school age children," the CFCE members recommended that "utmost consideration be given to the techniques employed in conducting air raid drills and other safeguard measures, should they be considered necessary."

The CFCE recommended that "national organizations encourage as many qualified high school graduates as possible to enroll in institutions of higher education and to stay until called to enter a branch of the service or until courses are completed." "The early establishment of a system of priorities and allocations to meet the educational needs of the Nation" was also called for by the CFCE.

A resolution was adopted calling upon national organizations "to do everything possible to arouse the American people to safeguard and strengthen their schools." The CFCE also adopted a recommendation that the "U. S. Office of Education should explore the possibility of serving as a national clearing house to provide national organizations with up-to-date information concerning the educational aspects of the changing national picture in regard to defense.

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both cafeteria and playroom are poor, but sometimes quite necessary because of limited building budgets. Here are some other multi-use spaces suggested by the architects:

- a. Combination gymnasium-auditorium. (In Mr. Caudill's opinion, a very poor compromise.)

- b. Combination of halls, exhibit, and lounge area.

- c. All-purpose room.

18. Locate fan rooms to reduce length and size of ducts. This recommendation also applies to boiler rooms to a slightly less extent.

19. Eliminate "gingerbread."

20. Build one-story schools if possible. They can be built cheaper because materials specified need not be fire resistant. Where the cost of land is high, and where fire codes require fire-resistant buildings, this recommendation may not apply.

## Former School Man Joins Publishing Firm

James E. Holmes, who for many years was superintendent of the Leaksville City administrative unit, recently was appointed North Carolina Representative for National Forum, Inc., Chicago, Illinois. This firm specializes in the production and publication of books and charts in Group Guidance and Social Studies.

## Service Lists 15 Major Issues Before Congress

"There are 15 major educational issues before Congress," says the Library of Congress Legislative Reference Service.

They are:

1. What should be the place of the Office of Education in the Federal structure?

2. Should we launch a Federal aid program to elementary and secondary schools?

3. Shall we adopt a permanent system of universal military training?

4. Should we enact general aid to colleges and universities?

5. Should we establish a national scholarship and fellowship program?

6. How should the ROTC be reorganized and expanded?

7. Should we establish a long range plan for Federal help for public school construction?

8. Should we establish a labor education extension service?

9. What policy should govern future plans for veterans education?

10. Should the Federal Government aid medical education?

11. Should public funds be used to support public library services?

12. What are the best ways to help in the support of vocational rehabilitation?

13. What should be the role of the Federal Government in helping public school districts affected by Federal activities?

14. What changes should be made in the school lunch program?

15. Should Congress approve interstate compact for regional education?

The Library of Congress reviews these topics in detail in a pamphlet, *Federal Educational Activities and Educational Issues Before Congress*, by Charles A. Quattlebaum, Educational Research Analyst. Free copies of this 135 page pamphlet are available from the House Committee on Education and Labor, Washington 25, D. C., as long as the supply lasts.

—Edpress News Letter.

## NATION'S COLLEGES VOTE "NO" TO ACCELERATION PROGRAM

Should college education be speeded up during the emergency?

The American Council on Education placed this question before a good sampling of the Nation's college executives.

Most of them answered in the negative.

Here are the questions and answers:

*Question 1: "Does the present emergency make acceleration necessary? Desirable?"*

The consensus of 57 per cent of those answering is that acceleration is neither necessary nor desirable. The generally expressed opinion is, that in the present state of partial mobilization, and until legislation and administrative policy are jelled indicating a need for acceleration, it would be unwise to speed up college education as a general policy. This sentiment comes in many instances from schools that have long maintained summer programs for the optional benefit of some students.

*Question 2: "Should acceleration be the same for all curricula and schools within an institution, thus establishing or maintaining a uniform calendar?"*

Answers split 50-50 to this question. Institutions opposing uniformity are mostly universities with several programs on the same campus—i.e., with engineering, pre-professional, professional and graduate divisions.

*Question 3: "Are both the quarter and the semester system equally adaptable to an accelerated program?"*

42 per cent of all answers to this question say that both are equally adaptable, 47 percent favor the quarter system and 11 per cent vote for the semester program.

*Question 4: "What forms of acceleration are most desirable?"*

93 per cent of all replies favor round-the-calendar instruction (48 weeks per year) if acceleration were a general policy.

*Question 5: "What effect may acceleration on the college level have upon secondary education?"*

This question was least answered of the nine questions of the survey. Opinions varied from blunt comments that there would or should be no effect to the opinions that, on the one hand, acceleration would be copied by high schools with poor results and on the other that it might produce a needed and beneficial acceleration in high school training.

*Question 6: "How is it possible to maintain standards throughout an extended period of acceleration?"*

Most of the answers opposing acceleration say that maintaining standards is difficult if not impossible under acceleration. Those who suggest rotation of faculty as necessary and financially possible hold that standards need not be lowered if acceleration is accompanied by adequate planning and control. A common thread of thinking here seems to be that if acceleration is financially possible as a long-term program, it may be possible to maintain standards.

*Question 7: "What special dangers exist in adopting acceleration in a period of demands for economy and how can they be overcome?"*

Fear was generally expressed that acceleration represents a gradual subordination of intellectual progress to the economic and military demands of the moment. Overtaxing and deterioration of plant and facilities was a major worry. Overworked faculties would result, with reduction of research and individual development, and progressive loss of academic zest.

—Edpress News Letter.

## Boys In Service May Take Correspondence Courses

An opportunity for young people expecting to be called into military service to continue their education is offered through correspondence courses through the University of North Carolina at Chapel Hill and Raleigh (State College), according to Mary L. Cobb, in charge of the Bureau of Correspondence Instruction, University Extension Division.

Courses available through the University, Miss Cobb states, are mostly on the college level. However, a course in plane geometry is in process of preparation for those who wish to plan to enter college by removing such an deficiency. Also many required courses on the freshman and sophomore levels are available as well as elective courses for juniors and seniors. These courses may be accepted as credit toward regular academic degrees.

Catalogues of the Bureau of Correspondence Instruction which point out advantages and describe available courses, may be had upon request.





it may be, cannot be applicable for all schools of a State, or for individual pupils in a given school, or for all the individuals in any one class. Teachers need to make substitutions and to deviate from the course of study when changes make it possible to provide for each pupil according to his abilities and expressed desires. The education he should receive.

Life Adjustment Education is not a new device or prescription, a specific pattern, or a startling new phenomenon that will cure all the ills of education. *It merely proposes to stimulate the use of improved procedures which will narrow the gap between the ideal and present common practices.* If conscientiously attempted, this approach will mean translating into action recommendations which recognized professional commissions have made.

#### Origin

The present movement for Life Adjustment Education was launched in June, 1945. A small committee responsible for the publication of "Voca-

Individual conferences will be conducted with each pupil; that tests, when needed, will be given; and that the home situation for each pupil will be known and understood by the counselor, teachers and principal. Teachers need to have access to and use such information in planning teaching programs for each pupil. The use of such principles that every effort will be exerted by the school to fit instruction to the peculiar needs of the pupil, so that each pupil will be given the opportunity to develop to the optimum his potential capacity.

It is not possible to mention all of the excellent guidance programs now functioning in our secondary schools. Three programs, each meeting the principles of Life Adjustment Education and each planned for different types of schools, are: Durham County, under the general supervision of a county supervisor and a part-time counselor in each school; Rocky Mount, with a good program of guidance for a large city high school; and Relford, a small city school that serves the whole county.



Informal Family Life Education Class

ested in the functions of government. By this plan the study material is alive and vital to today's living situation.

#### Family Life Education

Asheville civic leaders several years ago, because of the frustrations following World War II, became concerned about the danger of a weakened home situation. Although Asheville had not yet had any front page publicity about broken homes or juvenile delinquency, the city came to the conclusion that it would be wise to provide a program which might result in better homes for tomorrow.

A program which provided for parent education and a class for family life relationships for high school pupils was planned. A family life coordinator was employed to supervise some classes in adult education and to teach in the high school. These classes are informal in nature and the students participate in the making of topics and questions to be discussed.



Civic Class Committee Members Discuss Moore Square Parking Bill with Wake County Senator

actual York situation provides the correct environment for social adjustment, since workers, to be successful, must learn to get along with their fellow workers.

In nearly all of our largest urban high schools courses in Diversified Occupations and Distributive Education are conducted. These two programs lend themselves well to the idea of the philosophy of Life Adjustment Education. For these programs the community is the laboratory. The stores, banks, service shops, and factories furnish the facilities for learning the manipulative skills. The teacher in charge either supervises or coordinates the work of related subjects, coordinates the school learning with the shop teaching, and acts as the counselor for the students.

\*The material for this edition of State School Facts was prepared by J. Warren Smith, Director of the Appalachian Education and Characterization of the State School Committee on Life Adjustment Education.

# HERSHEY PROPOSES PLAN TO DEFER BRIGHT BOYS

A plan to defer college students on the basis of their ability to learn rather than on their "book learning" will be set in motion soon.

The plan, proposed by Selective Service Director Lewis B. Hershey and supported by both military and administration officials, wipes out one of the great barriers to advance education. The proposed plan bases deferment on *either* scholastic standing in class *or* a specific grade in the aptitude test.

As it stands, the plan satisfies small and large colleges. It assures small schools—particularly in rural areas—that certain percentages of their students can be deferred, even if the students are unable to pass the aptitude test. At the same time—in schools which have extremely high scholastic standards—as many students as pass the tests could be deferred, without regard to how they ranked in class. The proposal would give for the first time hundreds of thousands of high school and college students a yardstick with which to gauge their chances of staying in school. It also for the first time makes it virtually mandatory for draft boards to exclude students who qualify for further study on the basis of performance in class or on the aptitude test.

The test will be set up with 100 as the top score and 70 as passing. If, however, more forces are needed immediately the passing mark may rise as high as 90; if manpower needs drop, the required score for deferment may be lowered under 70. The tests will be conducted May 26, June 16, and June 30 to college seniors and others contemplating entrance into graduate or professional schools, and to other students who have already begun and who plan to continue their college studies. The exams, to be given each time in 1,200 centers, will be administered by the Education Testing Service of Princeton, New Jersey.

Here, as approved in the House Committee on Armed Services report, are the provisions for deferment:

All high school graduates plus college freshmen, sophomores and juniors are deferred for a year of studies if they score at least 70 on the aptitude test. College students who achieve a certain scholastic standing in their classes are automatically deferred without taking the test. The requirements are: college freshmen, upper half of their class. Sophomores, upper two-thirds of their class. Juniors, upper three-fourths of their class.

All students doing "satisfactory" work in graduate schools and in schools of medicine, dentistry, veterinary medicine, osteopathy, optometry will be deferred.

Application cards for the test are available through local boards.

## Statistics For Schoolmen

Our national population is increasing at the rate of 200,000 each month.

\* \* \*

For Ph. D.'s in all specialties taken together, the median salary in private industry was \$7,070 a year, in government \$6,280 a year, and in education \$4,860.

\* \* \*

One out of every ten girls graduated from high school must be recruited for nursing if the Nation's needs are to be met.

\* \* \*

Four million people will be employed in the arms industry by the end of the year.

\* \* \*

Some 5,000,000 persons are said to speak Esperanto in Europe, and many of them wear a green star in their coat lapel to identify their interest in the language.

\* \* \*

Union wage rates for building workers rose 7 per cent during 1950, compared with 3 per cent advance made in 1949 and a 10 per cent advance in 1948. Today's wage rates per hour are \$2.89 cents for a bricklayer; \$2.46 for a carpenter; \$2.66 for an electrician.

\* \* \*

The output of the American economy will value \$285 billion a year at the end of 1951.

\* \* \*

A single working woman in California needed at least \$2,003 a year to pay her expenses in 1951, says the State's Industrial Welfare Commission. Of this amount \$1,071.68 was for food and housing, \$180.76 for clothing, \$31.16 for clothing upkeep, \$104.67 for medical care, \$37.15 for personal care, \$94.79 for carfare and transportation, \$105.79 for vacation and recreation, \$66.45 for miscellaneous items, and \$52 for insurance and emergencies. Taxes withheld (including Federal income tax, unemployment compensation disability benefit tax and old age insurance tax) amounted to \$259.52.

## Editors Favor Federal Aid

The need for federal aid to education as it relates to the Nation's defense program was pointed out recently by the editors of two metropolitan newspapers.

On February 20, the *Philadelphia Evening Bulletin* wrote: "The blame (for high rejection rates) cannot be placed wholly on the doorsteps of South Carolina and other southern states. They have appropriated a generous amount of their income for education, a greater percentage than in many northern states. But they are relatively poor states. . . . This is the case for federal aid to education. . . ."

The *New York Times* states on February 20: "If we are to have universal military service and training, which the world situation demands, the argument for federal aid to education will be strengthened. It is both unfair and unwise to let young men come to military age without the basic schooling which will enable them to make the most of military training."

## Other Countries Educate

*Australia.* Children's Book Week, which originated in the U. S. A. is now observed annually in Australia.

*Bulgaria.* In 1949-50, 43,000 students were enrolled in the universities, as compared with 12,000 in 1938.

*Canada.* As in the United States and Australia, where education is also provincially controlled, the question of federal aid to schools is being actively discussed.

*Egypt.* The Ministry of Education has formulated a scheme whereby physical education forms an integral part of the school curriculum.

*Finland.* So great has been the influx of pupils to the upper grades of secondary schools, that it has been impossible to accommodate all of them.

*Italy.* Dr. Maria Montessori, known throughout the world for her innovations in the field of educational methods and philosophy, celebrated her eightieth birthday on August 31st at her home at Perugia.

*Philippines.* Schools throughout the country took part in the first "Education Week", and it was decided that this should in future be held every year, during the month of September.

*Yugoslavia.* During the last five years more than 1,800,000 workers have learned to read and to write and more than 100,000 have received elementary instruction in special courses organized by the trade unions.



## Average Teacher Works 48-Hour Week Plus

The average classroom teacher in the nation's schools works a 48-hour week, according to a study released by the National Education Association. The report, entitled "Teaching Load in 1950", is a breakdown on how the classroom teacher uses his time and how he thinks the teaching load situation can be improved.

The study, conducted by the NEA Research Division, shows that a teacher's work-day is not over when the dismissal bell rings at the end of the school day. The average teacher spends a little more than half of his working time in actual class instruction of pupils. Correcting papers, class preparation, supervising study halls, monitoring, making out records and sponsoring school activities take up the remainder of his working hours.

"Experienced teachers are saying that today's children present new problems that add to the teaching load," the report states. "There is still a sound core of well-adjusted, well-reared children, but the cumulative effects of broken homes, the tensions of the war, family transiency, lack of parental control, and the overstimulation of moving pictures, radio, and television are being felt in almost every classroom. As the needs of the children increase, teachers are increasing their efforts to understand each child . . .

"At the same time that there is a growing awareness of the need for working with each child as an individual person, there are continuing changes in the school curriculum.

"The teacher must also adjust to the demands of a complex school organization" and in many cases is "handicapped by . . . unfavorable conditions," such as over-crowded buildings and lack of equipment.

The study reveals that all teachers, including those from rural and urban areas, were required to spend an average of 32.3 hours each week "on duty." However, this in no way represents the total amount of time a good teacher gives in teaching service. The average teacher spends 47.9 hours a week in school service.

While there is little difference in the total hours of school service, averaged by elementary and high school teachers—8 minutes—elementary teachers spend more time each week in class instruction. The total for elementary teachers is 28.3 hours; the secondary teachers, 23.1 hours. The overall time spent in class instruction averages 26.3 hours.

## FORD ANNOUNCES SCHOLARSHIP FOR CHILDREN OF FORD EMPLOYEES

Henry Ford II, president of the Ford Motor Company Fund, announced recently the Fund will award approximately 70 four-year college or university scholarships to sons and daughters of Ford Motor Company employees in the first of its annual scholarship competitions.

The Ford Motor Company Fund is a non-profit corporation completely independent of the Ford Foundation. It was organized for educational, scientific and charitable purposes, and is supported principally by contributions from Ford Motor Company.

Scholarship awards will cover tuition and customary fees and a portion of the student's living costs. Scholars are free to select any approved college or university.

Any high school senior who is the son or daughter of a full-time Ford employee in the United States and who is in the upper third of his or her senior class may apply for a scholarship providing the parent, whether as an hourly employee or salaried, has a base pay of less than \$675 a month. The parent must be on the Ford payroll on April 28, 1951 with continuous service since July 1, 1949. However, if a parent of a Ford scholar leaves the company after the scholarship has been awarded, the scholarship cannot be interrupted for that reason.

In addition, the sons and daughters of former Ford employees, now dead or retired, are eligible provided that the parent was continuously employed for a period of not less than five years and never earned a base pay of \$675 a month or more.

Applicants will be required to take the Scholarship Aptitude Test given by the College Entrance Examination Board. An elimination of candidates will be based on this test plus rank in high school class. Final candidates will be reviewed by the Ford Scholarship Board which will determine the winners.

To make good teaching possible in every classroom, according to the survey, every school system needs policies that provide: reasonable class size, a reasonable number of hours of classroom teaching, a fair distribution of duties, and smooth-running school management.

## "Elementary" Teachers May Not Teach In H. S.

Teachers holding Elementary, Primary, Grammar Grade, and Graduate Elementary Certificates may not teach grade 9 during 1951-52, according to a recent ruling of the State Board of Education.

Heretofore, a teacher holding such certificates were permitted to teach ninth grade students. At present, however, since there is a shortage of white elementary teachers, persons holding such certificates should seek employment in grades 1-8. "There can be no justification, professional or otherwise," State Superintendent Clyde A. Erwin wrote county and city superintendents in apprising them of this change in ruling, "for validating these certificates in grade 9."

## States Issue Bulletin On "School Public Relations"

"School Public Relations" is the title of a recent bulletin issued by the Southern States Work-Conference on Educational Problems.

"School Public Relations" is the latest bulletin issued by the Conference in a series on "Improving Education in the Southern States. Titles of some bulletins published earlier are: "Local Responsibility for the Organization and Administration of Education," "Text-books and Library Services", "State Responsibility for the Organization and Administration of Education", "Relationships between Elementary and Secondary Schools and Colleges and Universities", "State and Local Financing of Schools", "Administration of State Curriculum Programs", and "Negro Education."

"School Public Relations" is designed primarily to develop a better understanding on the part of the lay public of educational needs. It was developed out of the experience of the fourteen Southern States specifically for the needs of that Region. It presents practical suggestions for the use of both state and local school authorities, with emphasis on the participation of lay groups in the development of educational programs.

Copies can be secured for 40 cents from L. O. Calhoun, Distributor of Publications for the Southern States Work Conference, State Department of Education, Tallahassee, Florida.



## KEEP SCHOOL PLANTS IN GOOD CONDITION

The American Association of School Administrators recently released recommendations to superintendents and school board members for maintaining present school plants in good operating condition.

In a special publication on School Plant Maintenance, the association outlines procedures for replacement, repairs and restoration to keep school property functioning effectively.

"School sites, school buildings, school equipment, health, safety, and esthetic appearance," the Association states, "are all affected by the school maintenance program. Good maintenance is reflected in the morale of teachers, in the attitude of the pupils, and in the interest of parents in supporting schools. Poor maintenance delivers the knockout punch to the taxpayer's investment in school plants."

Continuous evaluation of the maintenance program by the superintendent and board of education is imperative, the Association asserts. Periodic inspection to locate maintenance needs before emergencies occur is recommended.

The report notes that "qualified maintenance employees of the local school

system may make these surveys; but in most small school systems, some outside technical help will be needed. Such survey work is invaluable in making budget estimates, strengthening budget requests, and detecting defects that might lead to serious accidents. Written monthly reports from maintenance men should be required. This practice ties down the maintenance program for the superintendent and in turn for the board of education and the public."

It is further recommended that a policy be adopted for annual surveys of the condition of all school plants. "Specialists", it is pointed out, "may have to determine what is to be done to heating plants, electrical systems, plumbing facilities, and roofs. Whether the need is the result of neglect, carelessness, oversight, or normal wear-and-tear, the superintendent's responsibility is to present the situation to the board of education in time for proper action."

Copies of the booklet, *School Plant Maintenance*, may be obtained from the American Association of School Administration, 1201 Sixteenth Street, N. W., Washington 6, D. C. at twenty-five cents each.

## Guilford Schools Hold Career Day

Six hundred seniors of Guilford County's public high schools were present at the Annual Career Day held March 20 at Woman's College. Opening address of the program was made by Charles W. Phillips, public relations director of the College. A score of specialists representing many vocational fields spoke to interested groups and answered questions about their trades, professions, and vocations. The seniors were also given an opportunity to see various exhibits, and literature concerning various vocations were distributed.

## Foundation Announces Science Institutes

Initiation of a series of Thomas Alva Edison Foundation Institutes for Science Teachers was announced on April 6 by Vice Admiral Harold G. Bowen, USN (Ret.), Executive Director of the Thomas Alva Edison Foundation, located in the Laboratory of Thomas A. Edison in West Orange, New Jersey.

The Institutes are sponsored by the Edison Foundation, with the cooperation of the U. S. Office of Education, the National Science Teachers Association, of the National Education Association, and the American Association for the Advancement of Science. Emphasis of the Institutes will be on bringing to light the best practices for encouraging native inquisitiveness, effective methods for developing pupils' powers of careful observation, techniques for implementing creative experimentation, and skills for bringing about fruitful reading.

Invitations to the Institutes will be extended to a group of about 25 science educators—including elementary and high school science teachers—and to a small number of individuals from universities and industry.

## Young People Urged to Buy Defense Stamps, Bonds

Young persons anxious to serve their country in these critical times can do so by purchasing Defense Savings Stamps and Bonds at school or elsewhere, advises Carl A. Jessen, U. S. Office of Education official who has recently been appointed to the U. S. Treasury's National Committee on School Savings.

"Action is the response of our people to those who would by force attempt to change our way of life", Mr. Jessen said in a statement following his appointment to the Committee by U. S. Commissioner of Education Earl J. McGrath. "Young men by the hundreds of thousands are entering the armed services; men and women of all ages are by the millions being employed in war industries and on the farms. Seeing the action response of adults in the family and the community it is natural that younger persons ask, 'What can I do?'"

"The opportunity to buy Defense Savings Stamps and Bonds is a significant answer to this question. The country needs the service of everyone of us, young or old. We cannot all shoulder guns, we cannot all take full-time jobs in industry, but we can help in the financing of the Nation's effort."

Albums in which to accumulate Defense Stamps in 10 and 25 cent denominations are available at post offices and at some banks. When an album is completed it may be exchanged for a 25-dollar bond.

Teachers who wish to assist young people in serving their country by purchasing Defense Stamps and Bonds, and who do not have School Savings programs in their schools are urged to contact their state Savings Bonds office for information, or to write Education Division, U. S. Savings Bonds Division, Treasury Department, Washington 25, D. C.

## A CITIZEN'S DUTY—GOOD SCHOOLS

The success of the nation's schools in educating children and youth in the principles of democracy is of basic importance if democracy is to win over communism. President Truman said recently in a statement to the National Citizens Commission for the Public Schools.

The statement, which was read at the second annual meeting of the NCCPS in Cleveland, said in part:

"It is just as important for us to provide each child and youth with the education he needs to become a constructive citizen as it is to provide more and better weapons for our defense.

"We must be watchful that, in meeting the challenge that has been forced upon us, we do not neglect the education of our children. If that should ever happen, we would be sacrificing a fundamental part of our way of life.

"Every good citizen should be concerned in these days with how he can best serve his country. Not the least among the duties of each citizen is to work earnestly and wholeheartedly for better schools in his own community."

—The Public and Education, NEA

## Committee Makes Suggestions Re Accelerated Program

Suggestions to schools and colleges with reference to the advisability of accelerating high school and college courses to match the draft tempo were made by the Committee appointed following a meeting of representatives of various educational institutions in Raleigh on February 16.

The Committee making the suggestions was composed of the following: Supt. B. L. Smith, Greensboro, Chairman; Dr. Allan K. Manchester, Duke University; Roy Armstrong, University of North Carolina; Supt. J. M. Hough, Leaksville; Dr. A. E. Manley, N. C. College, Durham; D. P. Whitley, principal, High Point, and Walter Gale, principal Needham Broughton High School, Raleigh.

Suggestions and observations made by the Committee were the following:

1. That the advantages of remaining in school be disseminated to all those affected by the war situation.

2. That all pertinent information relative to induction into the armed forces be made available to the men, officials of schools and colleges, and published over radio and through the press.

3. That schools and colleges, their personnel and facilities, be used to the fullest possible extent by the armed forces so as to interrupt education as little as possible and to effect economy in the defense program.

4. That schools and colleges under the best possible guidance service, allow but not require the taking of extra courses, provide for the extension of summer study, and otherwise arrange for the acceleration of educational processes, without cutting down quantitative and qualitative tests and to the extent that individuals may be willing and capable of accelerating their education.

5. That the desirability of regular schedules and the maintenance of satisfactory standards be recognized and upheld both in high school and college.

6. That the armed forces provide to the fullest possible extent for the continuation of education through the Armed Forces Institute and otherwise—especially utilizing insofar as possible existing institutions rather than setting up new agencies and programs.

7. That schools and colleges be used in preparation and administration of tests, the content of courses, and the acceptance of credits, and that men be appraised of conditions and opportunities.

## FORD SPONSORS INDUSTRIAL ARTS COMPETITION

Cash prizes totaling \$35,000 and nine all-expense paid trips to Detroit and Dearborn are being offered to junior and senior high school students in Ford Motor Company's 1951 Industrial Arts Awards program.

Now in its second year of Ford sponsorship, the nationwide competition for young craftsmen is open to pupils attending industrial arts and vocational classes at any school in the United States. Entries must be regular class projects made in school shops under the supervision of instructors.

The Industrial Arts Awards program is being conducted on a regional basis this year to facilitate handling the anticipated record number of entries. Sectional eliminations in Kansas City, Philadelphia and Los Angeles will precede the national finals in Chicago.

Three 27-member teams of industrial arts educators will judge the regional eliminations this summer. Judging for the eastern region will take place at the Franklin Institute in Philadelphia June 30 and entries will be exhibited there from July 3 to July 15.

The committee deprecates the conditions that necessitate any interruption of the educational processes.

It recommends that those in charge of man power, selective service, and armed forces be urged to recognize the conditions and conform to policies and practices that are least damaging to educational institutions and least disrupting to the educational plans of individual men and women.

The committee calls attention to the advantages of maturity and the necessity of time for assimilation of educational information, methods of acquiring knowledge, and utilization of experiences; and likewise it points out that credits and diplomas without educational attainment are a disillusion and a disservice to the student and a detriment to the institution.

The committee emphasizes that governmental officials and leaders of the armed forces have advised students to stay in school, have provided for deferments and postponements of induction, and have designated that certain men in the armed forces should be assigned to study, all in the interest of national defense.

Projects may be submitted to the Industrial Arts Awards program in nine general divisions and 22 classifications, and they will be judged in four grade level groupings. Students in grades seven through 12, enrolled in industrial arts courses in any junior or senior high school in the United States, and not more than 20 years of age, are eligible to participate.

The nine divisions are: Plastics, Wrought Metal, Architectural Drawing, Mechanical Drawing, Wood, Electrical, Machine Shop, Patternmaking and Molding and Printing. An open division has been established for all entries not eligible for the nine general divisions, but recognition of this division is limited to the regional level.

Upon completion of the regional eliminations and exhibitions, prize winning entries will be sent to Chicago for judging in the national finals. First, second, third place and honorable mention winners will be selected in each sub-division, and the judges will award the Detroit-Dearborn trip prizes for the "outstanding" entry in each of the nine divisions. Teachers will accompany their students during the three-day visits to the Motor City.

## Court Reviews Bible Readings

The U. S. Supreme Court has agreed to pass on the constitutionality of daily Bible reading in New Jersey public schools.

N. J. law requires the reading of at least five verses from the Old Testament each school day, and permits, but does not require, the recitation of the Lord's Prayer.

The Bible is also required reading in Ala., Ark., Del., Fla., Ga., Idaho, Ky., Maine, Mass., Pa., Tenn., and D. C. Laws in Ind., Iowa, Kan., N. D., and Okla. permit Bible reading but do not require it. Other states have Bible reading in schools but no laws concerning it one way or the other.

In 1948 the Supreme Court branded as unconstitutional a system of voluntary religious instruction in Champaign, Ill., schools. The court said the record showed tax-supported public school property was used for teaching various religious doctrines.

N. J. Supreme Court upheld N. J. Bible reading by saying that no sectarian act was involved in N. J. as was in Ill.—Scholastic Teacher, April 4, 1951.

# THE NATIONAL FOUNDATION FOR INFANTILE PARALYSIS HAS ISSUED THE FOLLOWING DO's AND DON'T's FOR 1951:

- DO—Allow children to play with friends they have been with right along. Keep them away from new people, especially in the close daily living of a home.
- DO—Wash hands carefully before eating and always after using the toilet—especially important when polio is around. Also, keep food clean and covered.
- DO—Watch for signs of sickness, such as headache, fever, sore throat, upset stomach, sore muscles, stiff neck, or back, extreme tiredness or nervousness, trouble in breathing or swallowing.
- DO—Put a sick person to bed at once, away from others, and call the doctor. Quick action may lessen crippling.
- DO—Telephone your local Chapter of the National Foundation for Infantile Paralysis, if you need help. Locate through telephone book or

health department. No patient need go without care for lack of money. Your Chapter will pay what you cannot afford.

- DO—Remember, at least half of all polio patients get well without any crippling.
- DON'T—Get over-tired by hard play, exercise, work or travel. This means men, women, and children.
- DON'T—Get chilled. Don't bathe or swim long in cold water or sit around in wet clothes.
- DON'T—Have mouth or throat operations during a polio outbreak.
- DON'T—Use another person's towels, dishes, tableware or the like.
- DON'T—Take children to places where there is polio; ask your health department for advice.
- DON'T—Take your child out of camp or playground, where there is good health supervision.

## 66 Negro High Schools Offer Commercial Subjects

Sixty-six of the State's 230 public high schools for Negroes offer courses in commercial subjects—typing, secretarial courses, bookkeeping, business education, etc.—according to a recent survey by the Division of Negro Education.

Schools offering such courses are as follows: Deep Creek and Polkton, Anson County; Washington, Washington; J. B. Bond, Bertie County; County Training, Bladen County; Stephens-Lee, Asheville; E. E. Smith, Fayetteville; Church Street, Thomasville; Dunbar, Lexington; Hillside, Durham; G. W. Carver and Phillips, Edgecombe County; Pattillo, Tarboro; Atkins, Winston-Salem; Lincoln Academy, Kings Mountain; Reid, Gaston County; Cooper, Gates County; G. C. Hawley, Granville County; Mary Potter, Oxford; County Training, Greene County; Dudley, Greensboro; William Penn, High Point; Brawley, Eastman and McIver, Halifax County; Chaloner, Roanoke Rapids; Shawtown, Harnett County; Calvin S. Brown and Robert L. Vann, Hertford County; Unity, Iredell County; Richard B. Harrison and W. M. Cooper, Johnston County; County Training, Jones County; Adkin, Kinston; W. C. Chance, Martin; Plato Price and Second Ward, Charlotte; Pinckney, Moore County; Booker T. Washington, Rocky Mount; County Training and Spaulding, Nash County;

Williston, New Hanover County; Central, Orange County; P. W. Moore, Elizabeth City; C. F. Pope, Pender County; County Training, Person County; Farmville, Pitt County, Capital Highway, Hamlet; Rockingham, Rockingham; Hilly Branch, Lumberton; Washington, Reidsville; Price, Salisbury; Garland, Sampson County; Sampson Training, Clinton; Laurinburg Institute, Laurinburg; Badin, Stanly County; Henderson Institute, Henderson; DuBois, Garner, and Shepard, Wake County; Washington, Raleigh; County Training and John R. Hawkins Warren County; Carver, Wayne County; Dillard, Goldsboro; and Darden, Wilson (City).

## Screen Magazine Issues Film List

"The Blue Book of 16mm Films", Educational Screen, Inc., 64 E. Lake Street, Chicago 1, Ill. 26th annual edition 1951, 176 pages, \$1.50.

This indexed compilation of 7,200 16mm motion picture titles tells the user where to get every film listed. Educational films on almost every subject and grade level are included. In addition to the sources for all the films other data are included, such as a short description of the content of each film, whether available in color, black-and-white, or both, and whether the films are silent or sound. Three indexes insure easy selection, either by title or by subject matter.

## Ross Succeeds Sisk

C. Reid Ross, Superintendent of Harnett County Schools for the past 14 years, has tendered his resignation to become head of the Fayetteville City Administrative Unit, effective July 1.

Ross will succeed Horace Sisk, who is retiring after more than 20 years at Fayetteville.

## The Art of Getting Along

Sooner or later, a man, if he is wise, discovers that life is a mixture of good days and bad, victory and defeat, give and take. He learns that it doesn't pay to be a good, sensitive soul; that he should let some things go over his head like water off a duck's back. He learns that he who loses his temper usually loses out. He learns that all men have burnt toast for breakfast now and then, and that he shouldn't take the other fellow's grouch too seriously. He learns that carrying a chip on his shoulder is the easiest way to get into a fight. He learns that the quickest way to become unpopular is to carry tales and gossip about others.

He learns that buck-passing always turns out to be a boomerang, and that it never pays. He comes to realize that the business could run along perfectly well without him. He learns that it doesn't matter so much who gets the credit so long as the business benefits. He learns that even the janitor is human, and that it does no harm to smile and say "Good Morning" even if it's raining.

He learns that most of the other fellows are as ambitious as he is, that they have brains as good or better, and that hard work, not cleverness, is the secret of success. He learns to sympathize with the youngest coming into the business, because he remembers how bewildered he was when he first started out. He learns not to worry when he loses an order, because experience has shown that if he always gives his best, his average will break pretty well. He learns that no man ever got to first base alone, and that it is only through cooperative effort that we move on to better things.

He learns that bosses are not monsters, trying to get the last ounce of work out of him for the least amount of pay, but that they are usually pretty good fellows who have succeeded through hard work and who want to do the right thing. He learns that folks are not any harder to get along with in one place than another, and that the "getting along" depends about ninety-eight per cent on his own behavior.

—Selected.



# The General Assembly of North Carolina Do Enact:

## APPROPRIATIONS

Appropriations made by the General Assembly of 1951 for public school purposes exceed \$100,000,000 for each year of the ensuing biennium. Appropriations for purposes specified in the Appropriation Act, together with estimated expenditures for the current year, are as follows:

	1950-51	1951-52	1952-53
1. Support of Nine Months Term.....	\$83,462,446	\$ 96,576,182	\$101,011,929
2. State Board of Education (Adm.).....	177,449	190,701	184,576
3. Vocational Education.....	2,455,595	2,820,663	2,854,523
4. Purchase of Free Textbooks.....	900,000	1,462,770	1,482,390
5. Vocational Textile Tr. School.....	38,569	43,617	41,169
6. Purchase of School Buses.....	2,215,000	2,121,000	2,271,000
7. Adm. of State School Plant— Construction, Improvement and Repair Fund.....		35,114	51,279
SUB-TOTAL.....	\$89,249,059	\$103,214,933	\$107,896,866
8. Department of Public Instruction.....	258,889	281,050	274,130
9. Contingent Salaries.....	8,100,000		
TOTAL.....	\$97,607,948	\$103,495,983	\$108,170,996

### Another Retirement Bill

H.B. 987, introduced by Umstead, authorizes the board of trustees of the Teachers' and State Employee's Retirement System to make an investigation of the inequities, injustices and hardship cases which result in teachers and State employees being ineligible under said system because of legal technicalities.

### Amendment To G. S. 115-361

S.B. 526 would amend G. S. 115-361 so as to reduce the minimum school population an administrative unit must have before it can vote a supplementary tax from 1,000 pupils to 500.

### Indians

H.B. 1011, introduced by Regan, Floyd, and Kiser, would appropriate \$35,000 from the Contingency and Emergency Fund for school building facilities for children of the Indian race in Scotland and Robeson Counties, said appropriation contingent upon each county providing like amount for the purpose.

### Amendment To G. S. 115-368

H.B. 1053, introduced by Henderson, would rewrite G.S. 115-368(1) to provide that school funds may be released only on warrants drawn on State treasurer signed by Chairman and either secretary or treasurer of county education board for county administrative units and by the chairman and either the secretary or treasurer of boards of trustees for city administrative units, countersigned by such officer as law requires. Signature of any such officer may be affixed by machine under such regulations as State Board of Education may prescribe.

### Salary Increases

H.B. 1079, introduced by Hardison, provides for a contingent increase in the salaries of school teachers and State employees, if sufficient funds are available at end of fiscal year, \$15 a month for teachers and \$7.50 a month for State employees.

### Adjusting Teachers' Salaries, 1950-51

Representatives Moore of Wilson, Ramsay, and Taylor of Buncombe introduced H.B. 1126. This bill, if enacted into law, repeals section 20½ of chapter 1249, Session Laws of 1949, which granted contingent pay raises to public school teachers, and appropriates \$8,100,000 from the General Fund for adjusting salaries of teachers, principals, superintendents, and supervisors for the year 1950-51 substantially in accordance with salary schedules established by State Board of Education for school year 1951-52. These salaries are to be made available and payable as of end of 1950-51 school year.

### 4-Year Terms For Superintendents

S.B. 590, introduced by Carlyle by request, would extend the term of office of superintendents of county and city administrative school units from two to four years.

### Laws Amended

Several sections of Chapter 115 of the General Statutes were amended. These were as follows:

115-31.23 was amended to strike out words "and before January 1, 1951" in line 4 and 5.

115-85 was amended to provide "thirty acres" instead of ten acres for

a school site and by specifying "once a week" for notice of condemnation proceedings in newspaper before words "for thirty days" in line 42.

To 115-104 was added a new paragraph concerning vacancies in office of city superintendent.

An amendment to 115-146 provides for fine or imprisonment for school employees who falsify records knowingly or willfully.

115-158 was amended by rewriting the second paragraph to provide for the assumption of outstanding indebtedness after a favorable vote by the people.

An amendment to 115-179 changed the period of accounting for fines from sixty to thirty days.

115-353 was amended by inserting the words "named by the General Assembly which convened in January of such year" between the words "education" and "shall" in line 5 of paragraph 3.

115-361 was amended by providing that administrative units with a school population of 500 or more may petition for an election to vote a supplementary tax.

115-363 was changed to provide that the State Board of Education may approve or disapprove local budgets as to "financial soundness" rather than "objects and items" as formerly.

An amendment to 115-366 inserted the words "as to such funds" following the word "duties" in line 5.

Section 115-368 was amended so as to provide for affixing signatures to warrants by machines, etc.

115-369 concerning the filing of audits of school funds was amended as to time of completion, filing, etc.

Section 115-376 concerning bus routes was entirely rewritten.

### New Laws

New school laws enacted were as follows:

The act appointing members of county boards of education.

An act providing that local school administrative units may use tax or other funds available to provide the necessary facilities to make possible realistic training for vocational building trades classes.

An act making an appropriation of \$8,100,000 to pay salaries of all teachers, etc., in lieu of salaries as provided on contingent basis by section 20½ of the 1949 Appropriations Act.

An act to cure possible defects in conveyances of governing bodies of cities, towns, school districts or school administrative units.

An act creating the Aycock Public School Memorial Fund.

## Looking Back

### 5 YEARS AGO

(N. C. Public School Bulletin, May, 1946)

Charles E. Spencer, Adviser, Health and Physical Education, North Carolina State Department of Public Instruction, was elected president-elect of the Society of State Directors of Health and Physical Education at its annual convention held in St. Louis, Mo., April 6-9, 1946.

Miss Eloise Camp, librarian of the Cannon High School and director of school libraries in Kannapolis, has accepted appointment to serve as Acting State School Library Adviser in the State Department of Public Instruction during the summer of 1946 while Mrs. Mary Peacock Douglas is on leave to teach library science courses at the University of Minnesota. It is announced by State Superintendent Clyde A. Erwin.

Dr. L. E. Spikes, Superintendent of the Burlington City Schools for the past nine years, announced early in April that he would not accept the presidency of East Carolina Teachers College, Greenville, which had been offered to him recently by the Board of Trustees of that institution.

Charles W. Phillips of Woman's College, vice-president of the North Carolina Education Association, was elected president of that organization for 1946-47 without opposition at its annual meeting held at Asheville, March 29-30.

### 10 YEARS AGO

(N. C. Public School Bulletin, May, 1941)

At the recent annual meeting of the North Carolina Education Association, K. G. Phillips, Principal of the Gray High School of Winston-Salem, was elected president for the ensuing school year.

As this publication goes to press, all the contemplated changes in superintendents have not been effected. To date, however, the following are known:

Edgecombe—E. D. Johnson of Raeford  
Elizabeth City—Paul A. Reid of Raleigh  
Harnett—C. Reid Ross of Lillington  
Pamlico—Tom Hood of Waccamaw, Brunswick County  
Hyde—N. W. Shelton of Lilesville, Anson County  
Yancey—Miss Hope Buck of Bee Log.

## EDUCATION MOLDS OUR FUTURE



### BETTER SCHOOLS MAKE BETTER COMMUNITIES

## Board Approves Funds For Building Projects

State funds in the total amount of \$1,902,500.96 were approved for school building projects by the State Board of Education at its regular April meeting. Of this amount, \$366,414.62 was for white schools and \$1,536,086.34 was for Negro schools.

March approvals bring the total amount approved to \$33,752,359.71, or approximately two-thirds of the \$50 million available. According to race this total is divided as follows:

	Amount	Per Cent
White .....	\$20,799,745.10	61.6
Negro .....	12,656,906.52	37.5
Indian .....	295,708.09	.9

## Flag Week, June 10-16

"National Flag Week" will be observed throughout the Nation the week of June 10-16 inclusive.

The observance of this "Week" has for its purpose the inculcation of the meaning of true Americanism into the minds and hearts of our citizens, the marking of the anniversary of the adoption of the first flag of the Nation, the directing of attention to the history and evolution of "Old Glory"; and emphasizing the rights and privileges enjoyed under the "Star-Spangled Banner" and the correlative duties and obligations resulting from their enjoyment.

The observance is sponsored by the Star Spangled Banner Flag House Association, 844 E. Pratt Street, Baltimore 2, Md., from which suggestions and information may be secured.

## Making Today's News

Lenoir. Lenoir County's two school supervisors have accepted invitations to participate in a Curriculum-Guidance Study now being carried on in Beaufort County Schools, Superintendent H. H. Bullock has reported.—Kinston Free Press, March 16.

Salisbury. John C. Noe, Adviser in Safety Education for the North Carolina State Department of Public Instruction, will visit the city schools Monday in the interest of promoting safety practices in the school areas and the community.—Salisbury Post, March 11.

Yadkin. The Yadkin County Board of Education announced yesterday that the State Board of Education, the State Fire Marshal and other school building agencies have approved preliminary drawings of the East Bend, Fall Creek and Forbush school projects.—Winston-Salem Journal, March 15.

Wilkes. Dr. Richard L. Weaver, Adviser of Resource-Use Education of the State Department of Education, addressed the Schoolmaster's Club at their regular meeting Monday evening March 12 at the Wilkes Hotel.—North Wilkesboro Journal-Patriot, March 15.

Durham. A 17-member committee, made up of educational leaders in North Carolina, will study Durham County white high schools during the week of April 2-7 for purposes of evaluating the county-wide system.—Durham Sun, March 21.

Watauga. Fire of unknown origin destroyed the three-room Winebarger school building this afternoon, but the 60 children were evacuated without injury to any of them.—Charlotte Observer, March 22.

Duplin. Arnold E. Hoffman, State Supervisor of Music, was guest speaker at a county-wide meeting of the Duplin County unit of North Carolina Education Association held last week in Rose Hill School.—Wilmington Star, March 27.

Harnett. Dr. Clyde A. Erwin, State Superintendent of Public Instruction, will be the featured speaker Thursday night when the Harnett County unit of the North Carolina Education association holds its year-end banquet.—Dunn Record, March 28.

Charlotte. A two-months experiment in giving free food to Charlotte's most undernourished "problem" children will be started next week.—Charlotte News, March 23.















